
2008 Admissions and Transfer Experiences of Students Continuing their Post-Secondary Studies in British Columbia

Prepared by BC Stats



**2008 Admissions and Transfer Experiences of Students
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EXECUTIVE SUMMARY

Introduction

This report presents the results of an analysis of admissions and transfer data from the 2008 BC Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey (formerly the BC College and Institute Student Outcomes Survey). This province-wide survey contacted former students 9 to 20 months after they completed all, or a significant portion, of their programs of study. It addressed a number of issues related to their admissions and transfer experiences from B.C.'s college, university college, and institute sector (which includes Thompson Rivers University and Thompson Rivers University–Open Learning).¹ This report is similar to a report released by the Council in 2006, titled "2005 Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia" and the Council's 2002 version of the same report. This current report contains updated information from the 2008 cohort and comparisons with previous surveys.

With respect to admissions, this report explores the direction and magnitude of student flows between institutions in the B.C. public post-secondary system. It also explores the extent to which students are able to access the institutions, programs, and courses of their choice. Additional information is provided about the application experiences of former students who wanted to continue their studies, but had not done so at the time of the interview. This information is valuable because it brings together information not contained in institutional administrative systems and aids in the understanding of patterns of behaviour and students' experiences.

On the transfer side, this report profiles students who expected to transfer credits between institutions and identifies where in the system the majority of students who did not realize their transfer expectations are concentrated. It also assesses various sources of information that students consult when transferring, whether respondents were able to transfer the credits they expected, and students' overall satisfaction with their recent transfer experience.

The study population consists of students who participated in an Applied or Arts and Sciences program in B.C.'s public college, university college, and institute sector. The report draws chiefly on the results of a set of questions that were addressed specifically to those respondents who indicated they had pursued further studies after leaving their original program. Students who transferred from the college, university college, and institute sector in B.C. to any type of further studies, including a different program in the same institution, are included in this report. Former students who left a B.C. university or private training institution are not included.

¹ Note: Before April 1, 2005, TRU-OL was the BC Open University or BCOU and Thompson Rivers University was the University College of the Cariboo.

Summary of Findings and Conclusions

The survey results show that the admissions and transfer system in B.C. is working very well for students who continue their studies after having studied in the B.C. college, university college, and institute sector. In terms of access, a large majority of continuing students who were surveyed reported getting into the institution, program, and all of the courses of their choice. In terms of transfer, between 2002 and 2008, the proportion of students who expected to transfer credits has increased by five percentage points, from 75 to 80 percent. There has also been an increase in the proportion of students with transfer expectations who said they were unsuccessful in transferring all of their credits, from 10 percent in 2002 and 2005 to 14 percent in 2008. According to respondents, close to half of these cases arose because the original course or program was not designed for transfer.

It appears that knowledge of the transfer system among those who did not receive all of their expected credits has decreased since 2005—the percentage who said they did not know or understand transfer requirements increased by 6 percentage points. The website of the receiving institution was the source of transfer information most often cited by respondents who expected to transfer credits, followed by the BC Transfer Guide and counsellors, student advisors, or other college officials.

Institutions should take the necessary steps to ensure that students are informed as to which courses are or are not transferable. Education campaigns should target Arts and Sciences students at the four top sending institutions (Douglas College, Langara College, Kwantlen University College, and Capilano College).

This report also includes information on those respondents who did not continue their studies. The findings show that while just under half of these students reported a desire to continue their studies, very few had actually made a formal application to a post-secondary institution. Those applicants who were accepted by a B.C. public post-secondary institution were asked why they did not enrol—the top barriers to enrolling included the need to work at a job or business, other personal circumstances, and some students changed their minds about going back to school after being accepted.

This report provides direction to the BC Council on Admissions and Transfer (the Council), suggesting where it could concentrate its efforts to further improve the transfer system. The Council's mandate is to facilitate admission, articulation, and transfer arrangements among the colleges, university colleges, institutes, and the universities. Given the sheer number of institutions involved, this can be a daunting task. However, because the volume of transfer students is much higher for certain sending and receiving institutions and programs, the Council could focus its efforts in these areas to meet the largest audience.

Key Admissions Findings

Student Flows

In 2008, 45 percent of respondents reported they had taken or were currently taking further studies at the time of the interview, down two percentage points from 2005 and 2002.

Of respondents who continued their studies and whose destination was known:

- 93 percent were studying in B.C.; 87 percent continued in the B.C. public system.

Of respondents who stayed in the B.C. public post-secondary system:

- 62 percent transferred to a different institution and the remaining 38 percent started a different program at their original institution, up from 32 percent in 2002 and about the same as in 2005. Institutes and TRU-OL have had the highest proportion of their students continuing at the same institution in all three survey years (60% in 2002, 65% in 2005 and 71% in 2008).
- Universities received 71 percent of those who transferred to another institution, up from 68 percent in 2005.
- Three universities received 65 percent of all students continuing at a different institution: the University of British Columbia (28%), Simon Fraser University (26%), and the University of Victoria (11%).

Access

Of respondents who continued their studies at a different institution in the B.C. public post-secondary system:

- 90 percent were accepted into their institution of choice, 94 percent entered their preferred program of study, and 84 percent were able to register into all of the courses they wanted during their first semester.
- In comparison with 2005, the proportion of students who were able to enrol in all of the courses they wanted increased for all categories of receiving institution.

Key Transfer Findings

Of respondents who had not continued their studies at the time of the interview:

- 49 percent expressed a desire to continue their studies and 25 percent were undecided. Of those who wanted to continue, only 16 percent had actually made a formal application to a post-secondary institution.
- For those who were accepted but did not enrol, top barriers to enrolling included the need to work at a job, other personal circumstances, and former students also reported changing their minds about going back to school after being accepted.

Transfer Expectations

Of those students who transferred to a different institution with the expectation to transfer credits:

- 80 percent were "very satisfied" or "satisfied" with the admission services and application processes at the institution they transferred to. This question was asked for the first time in the 2005, when 83 percent were "very satisfied" or "satisfied."
- 81 percent were either "very satisfied" or "satisfied" with their overall transfer experience, down from 83 percent in 2005 and 88 percent in 2002.
- 14 percent reported being unable to transfer some or all of their credits.
- The most common reason for not receiving expected transfer credits, mentioned by 205 of the 408 respondents, was that they received unassigned credit rather than specific credit. The second most often mentioned reason was that the original course or program was not designed for transfer (48%).
- Student knowledge of the transfer system does not appear to have improved between 2005 and 2008. Just over a third of 2008 respondents who did not receive all of their expected credits reported that they do not know or understand the transfer system, compared with 28 percent in 2005.
- Success in transferring credits was closely related to satisfaction: 36 percent of those who did not transfer the credits they expected were "unsatisfied" or "very unsatisfied" with their overall transfer experience. This is the same proportion as in 2005.

Distribution of Transfer Issues

Among all types of sending institutions, colleges had the lowest rate of respondents reporting they did not receive all expected transfer credit (13%). However, due to the volume of students transferring from the college sector, colleges accounted for 69 percent of all respondents whose transfer expectations were not met.

Across sending and receiving institutions, there is a high degree of concentration in the distribution of respondents who did not receive all of their expected transfer credits. Transfers between the top four sending institutions—Douglas College, Langara College,

Kwantlen University College, and Capilano College—and the two top receiving institutions—the University of British Columbia and Simon Fraser University—account for 51 percent of all respondents whose transfer expectations were not met. This reflects the large number of students who transfer between these institutions, rather than a tendency of these institutions to grant fewer transfer credits.

Sources of Information

The most important sources of information for students planning for transfer were the website of the institution they were transferring to, the BC Transfer Guide, and counsellors, student advisors, or other college officials. Other important resources were written materials such as calendars or advising sheets and the website of the sending institution.

Important note: Changes made this year to B.C.'s post-secondary system mean that some institutions have switched sectors: the university colleges have become universities, as have some colleges and institutes. However, since these changes occurred after the 2008 survey respondents left their studies, this report refers to the institutions as they were when these former students attended them.

Since the last version of this report was released in January 2006, the approach to data collection has shifted from telephone interviews only, to a mixed-mode (telephone and web) approach. In 2008, 75 percent of the responses were collected by telephone and 25 percent through the web. While this change has improved the overall response rate, it is well-established that telephone respondents tend to respond more positively to level of agreement and satisfaction questions than web respondents. When presenting the results of this type of question, the impact of mode bias is discussed.

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We are also very grateful to the Outcomes Working Group for developing the 2008 survey instrument, to BCCAT staff for helping prioritize and word the questions about transfer and admission, and to the BCCAT Research Committee for the comments they provided on the first draft of this report.

This report is based extensively on the BCCAT report titled "2002 Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia," written by Jill Lawrance. The structure and layout of the 2008 report, as well as much of the writing, are based on her work in the 2002 report.

Finally, we would like to thank the students who took the time to respond to the BC DACSO survey and to provide us with this valuable information.

1 INTRODUCTION

The British Columbia Council on Admissions and Transfer (the Council) commissioned this report to investigate the admissions and transfer-related experiences of former students who had attended a B.C. college, institute, university college, Thompson Rivers University, or Thompson Rivers University–Open Learning (TRU–OL), which was the BC Open University (BCOU) before April 2005. Admissions and transfer issues are complex and need to be examined from the perspective of all players involved: the institutions, students, and the overall system. This report provides a valuable opportunity to learn more about how the system is viewed by its users, the students. It adds to a body of research sponsored by the Council looking at transfer issues from the students' perspective and complements other Council research examining similar issues from other perspectives.

This report presents the results of an analysis of a special set of admissions and transfer questions that are asked every three years as part of the BC Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey. It is similar to reports produced by BCCAT based on the 2002 and 2005 surveys. This report, based on the 2008 survey results, contains updated information and comparisons with the results of previous surveys.

1.1 REPORT OBJECTIVES

In keeping with previous reports, this report focuses on admissions and transfer issues within the B.C. public post-secondary education system.

On the admissions side, this report draws a picture of the direction and magnitude of student flows between institutions. It also assesses the extent to which students are able to implement their chosen educational plan. That is, it addresses the issue of whether individual institutions and the overall public post-secondary system are able to meet student demand for access to institutions, programs, and courses. Additional information is provided about the application experiences of former students who wanted to continue their studies, but had not done so at the time of the interview.

This information provides a qualitative context for the quantitative data on student mobility now being collected and reported by the Student Transitions Project (STP). The STP is a collaborative effort of British Columbia's ministries of Education and Advanced Education and Labour Market Development and B.C.'s public post-secondary institutions. BCCAT is represented on the STP Steering Committee. While the STP provides information on the flows of students among post-secondary institutions at the program level and gives some demographic information about students, it does not provide information on the perspectives or intentions of transfer students who move from one institution to another.

On the transfer side, this report builds a profile of students who expected to transfer credits between institutions and identifies where in the system the majority of students who did not realize their transfer expectations are concentrated. It also identifies the sources of information that students use to gather information on the transfer system, transfer success, and students' overall satisfaction with their recent transfer experience.

1.2 ABOUT THE SURVEY

1.2.1 Participating Institutions and Response Rates

The analysis is based on data collected through the 2008 BC DACSO survey.² This annual survey contacts former students between 9 and 20 months after they leave their program of study at a B.C. college, institute, university college, Thompson Rivers University, or TRU-OL. **This report draws chiefly on the results of a set of questions that were addressed specifically to those respondents who indicated they had pursued further studies during the period between when they left their original program and the survey interview.**³ Students who transferred from the college, university college, and institute sector to any type of further studies are included in this report, but students who left a B.C. university or private training institution are not included. Results are also presented for a set of questions posed to students who did not continue their studies.

Table 1.A 2008 BC Diploma, Associate Degree, and Certificate Student Outcomes Survey Response Rates, by Sending Institution

Institution Name	Respondents	Total Former Student Population	Response Rate
BC Institute of Technology	3,070	4,776	64%
College of New Caledonia	546	885	62%
College of the Rockies	291	484	60%
Camosun College	1,279	2,226	57%
Capilano College	1,156	1,968	59%
Douglas College	1,195	2,369	50%
Justice Institute of BC	293	506	58%
Kwantlen University College	1,500	2,937	51%
Langara College	1,220	2,244	54%
Malaspina University-College	876	1,456	60%
Nicola Valley Institute of Technology	40	56	71%
North Island College	329	517	64%
Northern Lights College	122	211	58%
Northwest Community College	292	471	62%
Okanagan College	910	1,617	56%
Selkirk College	418	606	69%
Thompson Rivers University	549	1,081	51%
TRU Open Learning	70	99	71%
University College of the Fraser Valley	711	1,251	57%
Vancouver Community College	1,430	2,560	56%
All Institutions	16,297	28,320	58%

² This survey was previously called the BC College and Institute Student Outcomes Survey. In September 2008, the name was changed to the BC Diploma, Associate Degree, and Certificate Student Outcomes Survey, to reflect the changes occurring in B.C.'s post-secondary education system. This survey project is overseen by the BC Outcomes Working Group (OWG), managed by BC Stats, and jointly funded by the Ministry of Advanced Education and Labour Market Development and the participating institutions. The BC Council on Admissions and Transfer is represented on the OWG.

³ See Appendix 1 for survey questions.

Former students were included in the survey if they left their original program of study at some point between July 1, 2006 and June 30, 2007; interviews took place during the winter and spring of 2008.⁴ In all, 19 institutions, representing over 28,000 former students, participated in the survey. The participating institutions and corresponding response rates are presented in Table 1.A. In total, 16,297 out of a possible 28,320 former students responded to the survey, for an overall response rate of 58 percent.⁵ Response rates varied by institution—from a low of 50 percent to a high of 71 percent.

A few points about the study population are central to understanding the findings of this report. Former students from Applied programs and Arts and Sciences programs were included in the survey. In the case of Applied programs, former students were included in the survey if they had completed 75 percent of a 13-to-36-month program or all of a 3-to-12-month program at one of B.C.'s public colleges, institutes, university colleges, or TRU-OL. With respect to Arts and Sciences programs, students were surveyed if they had completed 24 or more credits at the lower level (first or second year), which is the minimum number of credits required to be admitted to the three largest research universities with transfer as the basis of admission. Early leavers and students in developmental programs were not included in the DACSO survey and are not part of this report.

Students from both Applied programs and Arts and Sciences programs were included in the study cohort only if they were no longer enrolled in the same program at their institution. Those who continued their studies at the same institution in a different program were surveyed about their experiences in their original program. Thus, this report provides admissions information for students who continued their studies in a different program at the same institution, as well as for those who transferred to another institution for further studies.

1.2.2 Recent Changes in B.C.'s Post-Secondary Education System

Since the last version of this report was released in January 2006, there has been significant change in the structure of the post-secondary system in B.C. and also in approaches to data collection. As several sections of this report compare results with past reports, it is important to understand these changes and the impact they have on the comparability of results over time.

In 2008, B.C.'s post-secondary education system underwent some significant changes. A total of five new universities were created, which means that a number of institutions referenced in this report have changed sectors. In particular, the university colleges have all become universities, as have one college and one institute.

Previous Name	Current Name
Capilano College	Capilano University
Kwantlen University College	Kwantlen Polytechnic University
Malaspina University-College	Vancouver Island University
University College of the Fraser Valley	University of the Fraser Valley
Emily Carr Institute of Art and Design	Emily Carr University of Art and Design

⁴ Appendix 2 provides the specific criteria for inclusion in the study population.

⁵ All percentages in this report have been rounded to whole numbers. Adding rounded numbers in the tables and charts may not equal the percentage stated in the report.

Since the above changes occurred after the former students who responded to the 2008 DACSO survey left their studies, this report refers to the institutions as they were when the students were enrolled.

Please note that Thompson Rivers University was created in 2005 from the former University College of the Cariboo. Also in 2005, Okanagan University College was segmented: one section became Okanagan College and the other part became UBC Okanagan.

1.2.3 Introduction of Mixed-Mode Surveying

In the past, the DACSO survey has been administered as a telephone interview. Over the years it has become increasingly difficult to maintain response rates to telephone surveys. The Outcomes Working Group (OWG), which guides the DACSO survey, decided in 2007 to conduct a mixed-mode (telephone and web) data collection pilot. The pilot was a success and in 2008, 25 percent of the survey responses were collected by the web; 75 percent were collected by telephone.

Response bias may be introduced to survey results when the mode of data collection impacts the responses themselves. Research has shown that respondents surveyed by phone are more likely than mail, web, and face-to-face respondents to provide positive ratings for five category response scales. Some researchers have investigated this by using a mix of both data collection methods and comparing results and response rates by mode of collection (Christian, 2006, and Greene, 2007).⁶ Greene et al. (Greene 2007) found in their study that mixed-mode telephone/web surveys can substantially increase response rates over single-mode surveys. Their results also demonstrated a more representative sample, including more ethnically diverse and low-income respondents.

However, Greene also found that the magnitude of modal differences was quite substantial for some survey areas, particularly for questions that related to personal behaviour. It is thought that this tendency to provide more positive responses to rating questions in telephone interviews results from the combination of increased time pressure and the challenge of requiring respondents to hold categories in their memory with no visual aid (Christian, 2006).

BC Stats has conducted an analysis of the 2007 survey results to investigate the extent of bias as a consequence of using two different modes of data collection. The findings show that for level-of-agreement and satisfaction questions, telephone respondents consistently were more likely to give positive ratings than web respondents were.⁷ In the case of the 2008 survey results, the mixed-mode approach to data collection has improved response rates; in 2008, 58 percent of the survey population responded, compared with 53 percent in 2005. However, a comparison of results for the 2008 survey between telephone and web survey respondents on the question of satisfaction with the transfer experience shows a nine percentage point spread in the proportion who were satisfied between telephone respondents (83%) and web respondents (74%). In

6 Greene Jessica, Speizer Howard, Wirtala Wyndy. Telephone and Web: Mixed-mode challenge. Health Research and Educational Trust. OnlineEarly Articles 2007, and Christian, LM, Dillman, DA & Smyth, JD. The Effects of Mode and Format on Answers to Scalar Questions in Telephone and Web Surveys', paper presented at the 2nd International Conference on Telephone Survey Methodology, Miami Florida, 12 January 2006.

7 BC Stats, Discussion Paper. The 2007 CISO Mixed-Mode Survey: An Analysis of Differences by Mode. 2007.

order to minimize the impact of this response bias on comparisons of the results through time, the proportion of web respondents in any given program was capped at 25 percent. Nonetheless, overall satisfaction and program level rates of satisfaction with the transfer experience are lower in this report and some of that decline is attributable to the changed approach to data collection. Table 1.B presents some key 2008 results separately for web and telephone respondents and also shows the 2005 results.

Table 1.B Summary of 2008 Results by Mode of Collection

	2008 Survey Results			2005 Survey Results
	Web	Telephone	Overall	
*Q 15K Did you expect to transfer course credits				
% YES	83%	78%	80%	75%
% NO	17%	22%	20%	25%
Q15H Of all the institutions you applied to after leaving [NAME OF PROGRAM], was [MAIN INSTITUTION] your first choice?				
% YES	89%	90%	90%	89%
% NO	11%	10%	10%	11%
Q 15I Were you accepted in your preferred program of studies?				
% YES	95%	94%	94%	94%
% NO	5%	6%	6%	6%
*Q 15J For the program of studies in which you were accepted, were you able to enrol in all the courses you desired during your first semester?				
% YES	81%	86%	84%	83%
% NO, unable to enrol in one course	10%	5%	6%	8%
% NO, unable to enrol in two or more courses	9%	10%	9%	9%
*Q 15ZB How satisfied were you with the admission services and application processes at [MAIN INSTITUTION]? Would you say?				
Very satisfied	27%	29%	28%	34%
Satisfied	46%	54%	52%	49%
Neither satisfied nor dissatisfied	16%	11%	12%	9%
Unsatisfied	8%	6%	6%	6%
Very unsatisfied	3%	2%	2%	2%
*Q 15N Did you get the transfer credit you expected?				
% YES	84%	87%	86%	90%
% NO	16%	13%	14%	10%
*Q 15Q How satisfied are you with your overall transfer experience?				
Very satisfied	25%	37%	34%	38%
Satisfied	49%	46%	47%	47%
Neither satisfied nor dissatisfied	14%	9%	11%	8%
Unsatisfied	9%	6%	6%	6%
Very unsatisfied	3%	2%	2%	2%

Note: The "*" denotes a significant difference between web and telephone respondent results at the 95 percent confidence level based on a chi-square test of independence.

1.2.4 Changes to the Survey Population

The population of students eligible for inclusion in the survey has changed since the 2005 report. Starting with the 2006 administration of the survey, baccalaureate graduates were no longer included in the DACSO survey. These degree program students are now included in the Baccalaureate Graduate Survey, which focuses on graduates of undergraduate degree programs in B.C.⁸ Upper Division Arts and Sciences respondents comprised a relatively small percentage of Arts and Sciences respondents to the 2005 survey (11%). However, their removal from the survey population has contributed to an increase in the ratio of Applied to Arts and Sciences respondents from 2.4 in 2005 to 3.2 in 2008. As Applied program students are relatively less likely to continue their education, this change in the composition of the respondent pool will have the effect of depressing the overall rate of continuing to further studies.

1.3 LIMITATIONS OF THIS ANALYSIS

Tables presenting the number of respondents as well as the percentage of respondents are found throughout this report. It must be emphasized that the "N" values presented do not reflect the actual number of students entering and transferring between institutions, but rather the number of former students who responded to the survey. The actual number of students will be higher for the following reasons:

Non-response:

- 42 percent of former students who were included in the study population did not respond to the survey.

Study population:

- The study population does not include all programs of study at B.C. colleges, institutes, and university colleges (e.g., Adult Basic Education, Adult Special Education, English as a Second Language, Apprenticeships).
- The study population does not include early leavers from Applied programs or Arts and Sciences programs.
- The study population does not include those who transferred from universities.
- The study population does not include those who transferred from outside the B.C. public post-secondary system.

As with any survey research, there is always the possibility of bias. Two types of bias are explained below.

Response bias is introduced by respondents' misinterpretation of a survey question, or interpreting the survey question differently than was intended. Response bias can also occur when respondents deliberately slant their answers. Bias is introduced when respondents' answers differ in a systematic (non-random) way from how respondents actually feel about the issue in question.

Non-response bias arises as a result of a failure to obtain responses from the entire survey population. This introduces bias in the results if the non-respondents differ in

⁸ The B.C. Ministry of Advanced Education and Labour Market Development, the University Presidents' Council (TUPC), and B.C.'s universities collaborate to survey graduates of baccalaureate programs two years and five years after graduation.

systematic ways from the respondents and have different views than those expressed by respondents. This is a potential concern, given that 42 percent of the study population did not respond to the DACSO survey. However, any non-response bias that did exist would probably be consistent from year to year.

Many of the tables in this report present data values and percentages for detailed breakdowns. In cases where the base for a percentage consists of fewer than 20 respondents, the data have been suppressed. In many cases the corresponding numerator consists of fewer than 10 respondents. This data suppression measure is taken because statistics based on a small number of respondents are not considered to be reliable.

Due to rounding, percentages in tables and figures throughout this report may not sum to 100 percent.

1.4 KEY COHORTS

Figure 1.A provides a schematic diagram of the different groups of former students whose admissions and transfer experiences are profiled in this report. Starting at the top, 28,320 former Arts and Sciences and Applied program students qualified for inclusion in the study population for the 2008 BC DACSO survey; of these, 16,297 responded to the survey.

Through the survey questions, respondents can be further sub-divided into a number of groups:

- respondents who continued their studies;
- respondents who did not continue their studies;
- respondents who continued in B.C.;
- respondents who continued in the B.C. public system;
- respondents who stayed at the same versus a different institution;
- respondents who expected to transfer credits from one institution to another; and
- respondents whose transfer expectations were met.

The admissions analysis focuses on all students who continued their studies, and particularly on those who continued in the B.C. public post-secondary system. The transfer analysis focuses on students who continued their studies at a different institution in the B.C. public system with the expectation to transfer credits to their new institution. Throughout this report, segments of this flow chart are replicated to orient the reader to the particular group of students that are the focus of a given analysis. The reader may wish to refer back to this flow chart to see how a given segment fits into the overall picture.

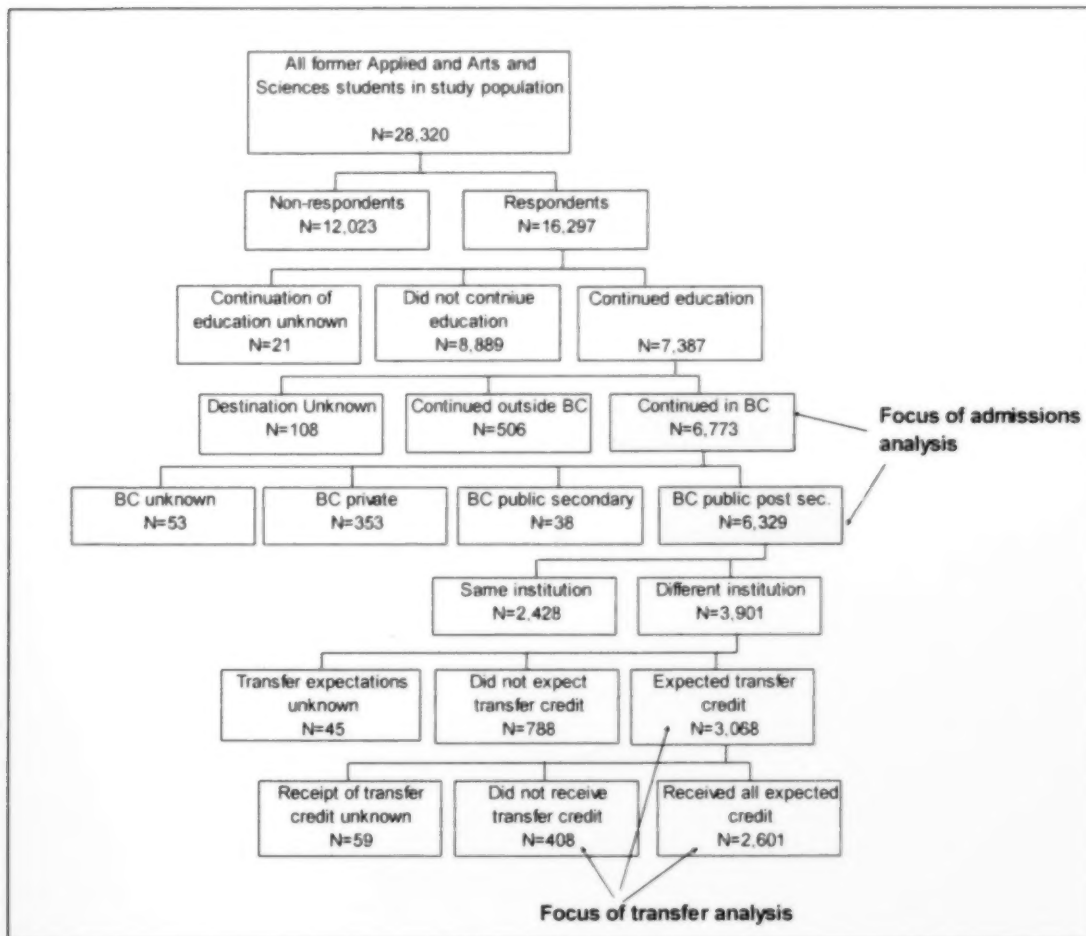
1.5 ORGANIZATION OF THIS REPORT

The next chapter presents the admissions data and Chapter III presents the transfer data. At the beginning of each section are "Key Findings."

There are also three appendices to this report:

- Appendix 1: Relevant questions from the BC Diploma, Associate Degree, and Certificate Student Outcomes Survey Instrument
- Appendix 2: About the BC Diploma, Associate Degree, and Certificate Student Outcomes Survey Cohort
- Appendix 3: Glossary of Terms
- Figure 1.A: Key Cohorts For Admissions and Transfer Analysis

Figure 1.A Key Cohorts for Admissions and Transfer Analysis



2 Admissions

The admissions chapter of this report is divided into two sections. The first section, titled *Who Goes Where?*, draws a picture of how former B.C. college, institute, university college, Thompson Rivers University, and TRU–Open Learning students who continue their studies navigate through the post-secondary system, both within B.C. and outside B.C. The second section, titled *Are Students Able To Implement Their Chosen Educational Plan?*, looks at two issues: first, whether the flow of students between institutions and programs reflects student choice; second, by examining results from a set of questions addressed to students who did not continue their studies, whether the ability of the B.C. public post-secondary system is able to meet demand.

2.1 WHO GOES WHERE?

Without data to shed light on which types of students continue their studies and where they go, it is difficult for the education system as a whole to respond to the needs of students pursuing further studies. Input from respondents to the 2008 DACSO survey provides a sense of where students originated and where they continued their studies. The destination of respondents' further studies is supplied through Question 12 on the DACSO survey, which asks respondents the name of the institution at which they continued their studies (see Appendix 1 for precise wording). The "sending" institution for a given respondent is the institution that submitted his or her name for participation in the survey (see Table 1.A).

Key Findings

Overall, 45 percent of former students had taken or were currently taking further studies (Table 2.A). This overall proportion is down two percentage points from 2005 and 2002.

Who?

- Continuers tended to be younger than their counterparts who did not continue.
- Females were more likely to continue their studies than males.
- Students who had learned English as a second language had a greater tendency to further their studies than did native English speakers.
- Aboriginal former students were less likely to pursue further education than non-Aboriginal students.
- Former students who had not completed the requirements for a credential in the program for which they were surveyed were more likely to continue on for further studies.
- Eighty-two percent of Arts and Sciences students pursued further studies, compared with just over one-third of Applied students (Table 2.A).
- Although respondents from Arts and Sciences programs were more likely to continue, Applied program respondents out-numbered Arts and Sciences respondents in the study population by a ratio of more than three to one (12,358 to 3,918, Table 2.A). As such, Applied program respondents make up more than half (57%) of the pool of respondents who continued their studies, with Arts and Sciences respondents comprising the remaining 43 percent (Table 2.A).
- Respondents from relatively large institutions located in the Lower Mainland were the most likely to continue their studies (Table 2.C).

Where?

Of respondents who continued their studies:

- Ninety-three percent of respondents who reported the destination of their further studies stayed in BC; 87 percent continued in the BC public system (Table 2.E).

Of respondents who continued their studies in the BC public post-secondary system:

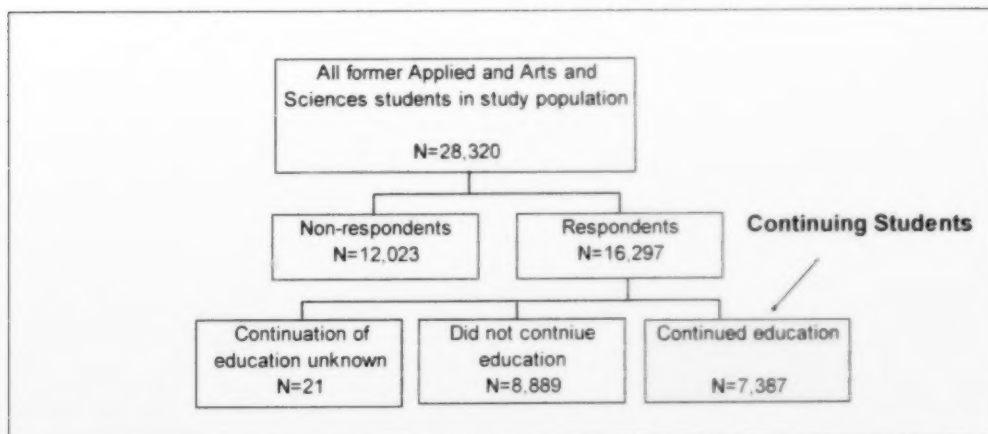
- Sixty-two percent transferred to a different institution and the remaining 38 percent started a different program at their original institution, about the same proportions as in 2005 (Table 2.F).
- The relatively strong tendency observed in 2002 and 2005 for students from institutes or TRU-OL to remain at the same institution for further studies continued in 2008, with 71 percent of these students remaining at the same institution.
- Universities received 71 percent of those who transferred to another institution, up three percentage points from 2005 (Table 2.I).
- Three universities received 65 percent of all students continuing at a different institution: the University of British Columbia (28%), Simon Fraser University (26%), and the University of Victoria (11%) (Table 2.J).

2.1.1 Profile of Continuing Students

Continuing students include all students who had taken or were currently taking further studies at the time of the interview, regardless of where they went for further education. A combination of survey questions 1 and 3 were used to identify students who were still studying at the same institution. Question 9E identified those who were currently studying at a different institution, and Question 10 identified respondents who had studied at some point since taking their last course at their sending institution (Appendix 1).

Overall, 45 percent (7,387 / 16,297) of respondents were either continuing their studies or had continued their studies since completing or leaving their program at their institution; two percentage points lower than in the 2005 and 2002 surveys. This decrease in the overall rate of former students continuing their studies is partially attributable to the fact that baccalaureate graduates were not included in the survey after 2006. This has contributed to an increase in the ratio of Applied program to Arts and Sciences former students in the overall respondent population and students from Applied program are less likely to continue their studies than Arts and Sciences students.

Figure 2.A Continuing Students



There were some differences between respondents who continued and those who did not. Those who continued tended to be younger: the average age for respondents who went on to further studies was 26 at the time of the survey, compared with 30 for those who did not continue. Female respondents were more likely to continue their studies than were males; 47 percent of females compared with 44 percent of males continued their studies. In addition, a higher percentage of respondents who had learned English as a second language went on to further studies—49 percent, compared with 44 percent of respondents who had English as their first language. Aboriginal students were less likely than non-Aboriginal students to pursue further studies (37% compared with 46%).

Not surprisingly, respondents who had completed the requirements for a credential in the program for which they were being surveyed, were less likely to go on for further

studies (36% of that group continued). Seventy-six percent of students who had not completed the requirements for a credential went on for further studies.

Figure 2.B Tendency of Different Groups to Continue Their Studies After Leaving the Program For Which They Were Surveyed

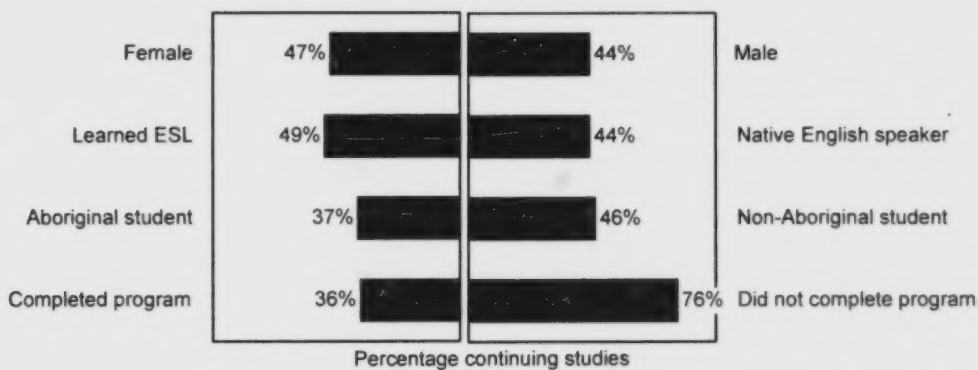


Table 2.A shows the number and percentage of respondents who continued their studies by the type of program respondents left. The proportion that continued varied considerably across the types of programs—a much greater proportion of respondents leaving Arts and Sciences (82%) continued than did those from Applied programs (34%). While the proportion of Applied program students continuing their studies has changed little since 2005 (35% to 34%), the proportion of Arts and Sciences students doing so has increased from 75 percent in 2005 to 82 percent in 2008. The increase in the rate of Arts and Sciences students continuing is partly the result of the removal of Arts and Sciences baccalaureate graduates from the survey population as they had a lower rate of continuing than Lower Division students.

Table 2.A Percentage of Respondents Who Continued Their Studies, by Program of Study at Original Institution

	# of Continuers (A)	# of Respondents (B)	% Who continued in each program (A/B)	Distribution of continuers across programs (A/(sum A))
Applied Programs	4,185	12,358	34%	57%
Agriculture, Nat. Resources & Sci. Tech	119	317	38	2
Business and Management	1,048	2,268	46	14
Communications	41	250	16	1
Computer and Information Sciences	104	318	33	1
Construction and Precision Production	504	1,566	32	7
Education and Library Science	215	736	29	3
Engineering, Electrical and Electronics	308	901	34	4
Health Related	345	1,619	21	5
Legal and Social Studies	353	879	40	5
Mechanical and Related	289	1,034	28	4
Nursing	272	700	39	4
Rec., Tourism, Hospitality & Service	281	1,024	27	4
Transportation	15	68	22	0
Visual, Performing and Fine Arts	291	678	43	4
Arts and Sciences Programs	3,202	3,918	82%	43%
Grand Total All Respondents	7,387	16,276	45%	100%

Note: There were 21 respondents who did not mention whether or not they had continued their studies.

The overall continuation rate for former Applied program respondents was 34 percent. Table 2.A shows that this rate varied considerably depending on the type of Applied program and was highest for programs in the areas of Business and Management (46%); Visual, Performing and Fine Arts (43%); Legal and Social Studies (40%); and Nursing (39%). Applied program respondents who completed longer programs were more likely to continue than those who completed relatively short programs (Table 2.B).

Although respondents from Arts and Sciences programs were more likely to continue than Applied program respondents (82% versus 34%), Applied program students outnumber Arts and Sciences students in the respondent population by a ratio of more than three to one (12,358 to 3,918 Table 2.A). As such, Applied program respondents make up more than half (57%) of the pool of respondents who continued their studies, with Arts and Sciences respondents comprising the remaining 43 percent (Table 2.A).

Table 2.B Percentage of All Respondents Who Continued Their Studies, by Program and Program Length and Type

	# of Continuers	# of Respondents	% Who Continued	Distribution of continuers across program durations (A/(sum A))
	(A)	(B)	(A/B)	
Applied Programs	4,185	12,358	34%	57%
0-6 months	821	2,796	29	11
7-12 months	1,441	5,058	28	20
13-36 months	1,867	4,331	43	25
Post Baccalaureate	51	159	32	1
Program length unknown	5	14	36	0
Arts and Sciences Programs	3,202	3,918	82%	43%
Lower level	3,202	3,918	82	43
Grand Total All Programs	7,387	16,276	45%	100%

Note: There were 21 respondents who did not mention whether or not they had continued their studies.

Among institutions, there was a great deal of variation in the proportion of former students who continued their education (Table 2.C). For instance, on average, 50 percent of respondents from colleges continued their studies; however, this figure varied from a low of 25 percent at Northern Lights College to a high of 75 percent at Langara College. The mix of programs offered by different institutions, and proximity to other post-secondary institutions, likely account for much of the variation between institutions in the proportion of respondents who continued their studies.

Table 2.C Percentage of All Respondents Who Continued Their Studies, by Institution and Program Type

Institution Type	Applied Programs			Arts & Sciences Programs			All Programs		
	# of continuers (A)	# of respondents (B)	% who continued (A/B)	# of continuers (A)	# of respondents (B)	% who continued (A/B)	# of continuers (A)	# of respondents (B)	% who continued (A/B)
Colleges	2,040	5,782	35%	2,057	2,483	83%	4,097	7,898	50%
Camosun College	396	1,000	40	232	277	84	628	1,277	49
Capilano College	243	672	36	405	481	84	648	1,153	56
College of New Caledonia	184	456	40	72	90	80	256	546	47
College of the Rockies	78	262	30	22	26	85	100	288	35
Douglas College	296	628	47	459	565	81	755	1,193	63
Langara College	195	396	49	714	823	87	909	1,219	75
North Island College	65	268	24	46	60	77	111	328	34
Northern Lights College	26	116	22	**	**	**	31	122	25
Northwest Community College	75	235	32	35	57	61	110	292	38
Selkirk College	104	350	30	50	68	74	154	418	37
Vancouver Community College	378	1,399	27	**	**	**	395	1,429	28
Institutes	1,130	3,427	33%	21	41	51%	1,151	3,468	33%
BC Institute of Technology	1,008	3,064	33	**	**	**	1,008	3,067	33
Justice Institute	82	275	30	**	**	**	87	292	30
Nicola Valley Inst. of Technology	**	**	**	**	**	**	21	39	54
TRU Open Learning	28	59	47	**	**	**	35	70	50
University Colleges	1,015	3,149	32%	1,124	1,394	81%	2,139	4,543	47%
Thompson Rivers University [†]	159	544	29	**	**	**	162	549	30
University College of the Fraser Valley	134	296	45	341	415	82	475	711	67
Kwantlen University College	366	898	41	482	599	80	848	1,497	57
Malaspina University-College	197	690	29	134	186	72	331	876	38
Okanagan College [‡]	159	721	22	164	189	87	323	910	35
All Institutions	4,185	12,358	34%	3,202	3,918	82%	7,387	16,276	45%

Note : ** denotes suppression of data where fewer than 20 respondents continued, however, subtotals and totals include data from all institutions in the corresponding group.

[‡] Formerly University College of the Cariboo.

[†] Formerly Okanagan University College.

In comparison with 2005, the overall rate of further studies is three percentage points lower for respondents from university colleges, one percentage point higher for institutes, and unchanged for colleges (Table 2.D). For university colleges, the percentage continuing on to further education from Applied programs dropped by five percentage points between 2005 and 2008 while the percentage from Arts and Sciences programs increased by 11 percentage points during the same period.

Table 2.D summarizes some of the key Admissions statistics across the three survey years: 2002, 2005, and 2008. With a few notable exceptions, the statistics are remarkably constant. Changes in the overall rate of continuing between 2008 and previous survey years are partially explained by the removal of baccalaureate graduates from the survey population in 2007. For instance, if upper division Arts and Sciences students had not been included in the 2005 survey, the overall rate of continuing would have been 46 percent in 2005, instead of 47 percent. This shows that part of the decrease in the overall rate of continuing from 47 percent in 2002 and 2005 to 45 percent in 2008, is due to this change in the survey population.

Similarly, a portion of the dramatic increase in the percentage of former Arts and Sciences students who continued between 2005 and 2008 is also explained by the change in survey population. Upper division Arts and Sciences former students have a lower rate of continuing to further studies than lower division students. If upper division students had not been included in the 2005 cohort, the overall rate of continuing for Arts and Sciences students would have been 77 percent in 2005 instead of 75 percent.

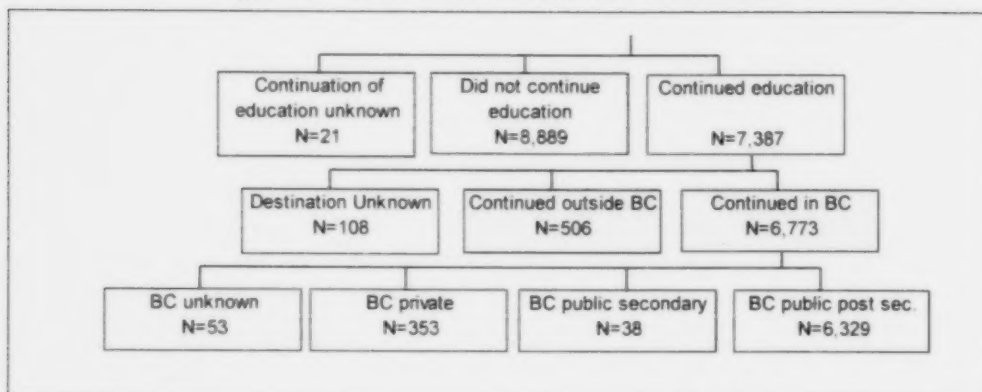
Table 2.D Percentage of All Respondents Who Continued Their Studies, by Survey Year, Program, and Sending Institution Type

Survey Year	% Who Continued	% Distribution of those who continued...				
		By program		By type of sending institution		
		% from Arts & Sciences	% from Applied	% from colleges	% from university colleges	% from institutes
2002	47%	77%	36%	51%	48%	34%
2005	47%	75%	35%	50%	50%	32%
2008	45%	82%	34%	50%	47%	33%

2.1.2 Where Do Students Go For Further Education?

This section looks at four groups of students: those who left B.C. to pursue further studies, those who stayed in the province, those who stayed in the B.C. public system (secondary or post-secondary), and those who continued their studies in the B.C. private system.

Figure 2.C Where Students Continued Their Studies



The vast majority (93%) of respondents who reported the destination of their further studies continued in B.C.; 6 percent transferred to another province in Canada and 1 percent continued their studies outside Canada (Table 2.E). Although the tendency to stay within the province is clear, it is likely that the estimate for students leaving the province for further studies is conservative. Three-quarters of the respondents were interviewed by telephone and it is difficult to trace and contact former students who have left the province.

Table 2.E Where Respondents Continued Their Studies

Destination of Further Studies	Applied		Arts and Sciences		All Programs	
	#	%	#	%	#	%
B.C.	3,763	92%	3,010	95%	6,773	93%
Rest of Canada	266	6	146	5	412	6
Outside Canada	66	2	28	<1	94	1
All Known Destinations	4,095	100%	3,184	100%	7,279	100%
Unknown Destinations	90		18		108	

Eighty-seven percent of those who continued their studies stayed in the B.C. public system (Table 2.F). When those who continued their studies at public institutions in the rest of Canada are added, 90 percent stayed in the Canadian public education system. A higher portion of respondents from Applied programs continued their studies in the Canadian private system (12%) than did respondents from Arts and Sciences (4%).

Table 2.F Where Respondents Continued Their Studies, by Location and Education Sector

Destination of Further Studies	Applied		Arts and Sciences		All Programs	
	#	%	#	%	#	%
British Columbia						
Public	3,440	84%	2,927	92%	6,367	87%
Private	323	8	83	3	406	6
Rest of Canada						
Public	97	2	97	3	194	3
Private	169	4	49	2	218	3
Outside Canada						
Public and Private	66	2	28	>1	94	1
All Known Destinations	4,095	100%	3,184	100%	7,279	100%
Unknown Destinations	90		18		108	

2.1.3 Where Do Students Continue their Studies Within the B.C. Public System?

Eighty-seven percent of those who continued their studies, and whose destination is known, remained in the B.C. public post-secondary system. Because tracking these students falls within the mandate of the Council, most of the admissions analysis that follows focuses on the responses of this group of 6,329 respondents.

Figure 2.D Continuing at the Same or a Different Institution

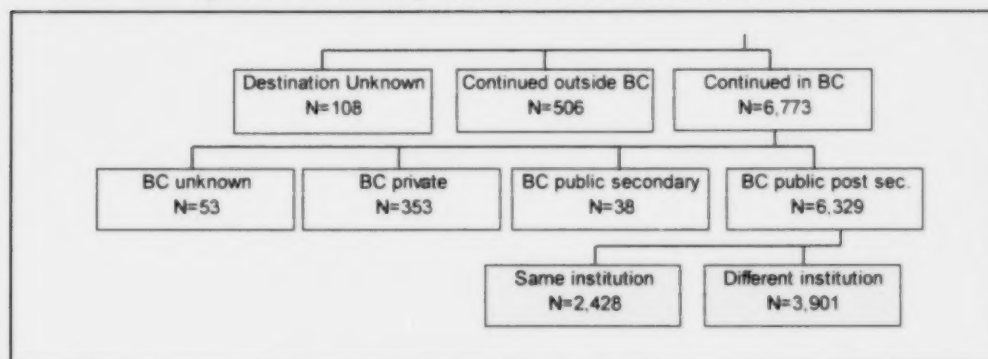


Table 2.G shows the percentage distribution of all respondents who continued in the B.C. public post-secondary system across sending and receiving institution types. Over half ($3,555/6,329=56\%$) originated at colleges, 29 percent at university colleges ($1,848/6,329$), and the remaining 15 percent came from institutes and TRU-OL ($926/6,329$).

From a receiving institution perspective, respondents who continued their studies are classified into two groups: those who continued at a different institution (62%) and those

who stayed at the same institution (38%). The percentage of students who continued at the same institution increased six percentage points from 32 percent to 38 percent between 2002 and 2008.

Respondents from colleges were more likely to transfer to a different institution than were those from university colleges. Three-quarters of college respondents who continued their studies did so at a different institution, compared with 52 percent of university college respondents. The tendency for college students to transfer to a different institution is likely explained by the fact that colleges offer fewer upper division level courses, while university college students have a greater opportunity to remain in the same institution to complete their baccalaureate degree.

Table 2.G Where Respondents Continued Their Studies in the B.C. Public Post-Secondary System, by Type of Sending and Receiving Institution

Receiving Institution	Year	Sending Institution Type							
		Colleges		Institutes and TRU-OL		University Colleges		All Sending Institutions	
Same	2002	829	22%	533	60%	800	36%	2,162	32%
	2005	670	20%	578	65%	1,284	49%	2,532	37%
	2008	893	25%	655	71%	880	48%	2,428	38%
Different	2002	2,875	78%	355	40%	1,403	64%	4,633	68%
	2005	2,717	80%	309	35%	1,323	51%	4,349	63%
	2008	2,662	75%	271	29%	968	52%	3,901	62%
Total number from sending institution type	2002	3,704	100%	888	100%	2,203	100%	6,795	100%
	2005	3,387	100%	887	100%	2,607	100%	6,881	100%
	2008	3,555	100%	926	100%	1,848	100%	6,329	100%

Staying at the Same Institution

This section focuses on the 38 percent of respondents (n=2,428) who continued their studies at the same institution (Table 2.H). As in 2002 and 2005, former students from institutes and TRU-OL were the most likely to remain at their institution for further studies and this pattern has strengthened over the study period (60% in 2002, 65% in 2005, and 71% in 2008). The sharp increase in the percentage of respondents from university colleges who continued at the same institution (36 percent in 2002 to 49 percent in 2005) levelled off in 2008 with 48 percent staying at the same institution.

Among institutions there was a great deal of variation in the percentage of respondents who stayed at the same institution for further studies (Table 2.H). The percentage of respondents who stayed at the same college, for instance, ranged from a low of 7 percent at Douglas College to a high of 56 percent at Northwest Community College. The high proportion of students staying on at Northwest Community College and College of the Rockies (53%) may reflect their distance from more populated areas and hence the tendency for students to continue in a different program at the same institution, rather than leave their community.

In the 2005 report, it was noted that every university college had a higher percentage of respondents who stayed at the same institution for further studies than they had in 2002. In 2008, the overall percentage of students staying at their same university college for further studies remained at the new high established in 2005 (49% in 2005 and 48% in

2008). The continued tendency for about half of the students to stay at their university college for further studies is likely explained by the increased number of upper level programs offered at university colleges.

Table 2.H Respondents in the B.C. Public Post-Secondary System Who Continued at the Same Institution, by Institution

Sending Institution	# who continued at same institution	# who continued (B)	% who continued at same institution (A/B)
Colleges	893	3,555	25%
Camosun College	146	544	27
Capilano College	153	572	27
College of New Caledonia	84	235	36
College of the Rockies	39	73	53
Douglas College	50	669	7
Langara College	117	839	14
North Island College	35	91	38
Northern Lights College	**	**	**
Northwest Community College	55	99	56
Selkirk College	44	107	41
Vancouver Community College	160	308	52
Institutes and TRU-OL	655	926	71%
BC Institute of Technology	607	833	73
Justice Institute	26	49	53
Nicola Valley Institute of Technology	**	**	**
TRU Open Learning	**	**	**
University Colleges	880	1,848	48%
Thompson Rivers University [‡]	74	118	63
University College of the Fraser Valley	359	439	82
Kwantlen University College	162	740	22
Malaspina University-College	181	283	64
Okanagan College [†]	104	268	39
Grand Total All Institutions	2,428	6,329	38%

Note: Data have been suppressed and marked ** where fewer than 20 respondents continued their studies; however, subtotals and totals include data from all institutions in the corresponding group.

[‡] Formerly University College of the Cariboo.

[†] Formerly Okanagan University College.

The breakdown by type of program for respondents who stayed at the same institution is highlighted in Table 2.I. Respondents from Applied programs were the most likely to stay at the same institution (53%), followed by Arts and Sciences respondents (21%); the finding that only one in ten Arts and Sciences respondents from colleges remain at the same institution for further studies reflects the fact that academic programs at colleges are specifically designed to enable students to transfer their credits towards completion of an advanced degree at another institution.

In comparison with 2005, there was a decrease in the percentage of Arts and Sciences respondents who stayed at the same institution for further studies from 24 percent in 2005 to 21 percent in 2008. Overall, Applied program students were more likely to stay at the same institution for further studies in 2008 (53%) than in 2005 (50%); most of this increase is attributable to applied program respondents from colleges, 34 percent of

whom stayed at the same institution to continue their studies in 2005 compared with 41 percent in 2008.

Table 2.I Respondents who Continued in the B.C. Public Post-Secondary System at the Same Institution, by Program and Sending Institution Type

Program Type		# who continued at same institution (A)	Total who continued their studies (B)	% who continued at same institution (A/B)
Sending Institution Type				
Applied		1,809	3,404	53%
	Colleges	714	1,672	43
	Institutes and TRU-OL	647	911	71
	University Colleges	448	821	55
Arts and Science		619	2,925	21%
	Colleges	179	1,883	10
	Institutes and TRU-OL	**	**	**
	University Colleges	432	1,027	42
All Programs		2,428	6,329	38%
	Colleges	893	3,555	25
	Institutes and TRU-OL	655	926	71
	University Colleges	880	1,848	48

Moving to a Different Institution

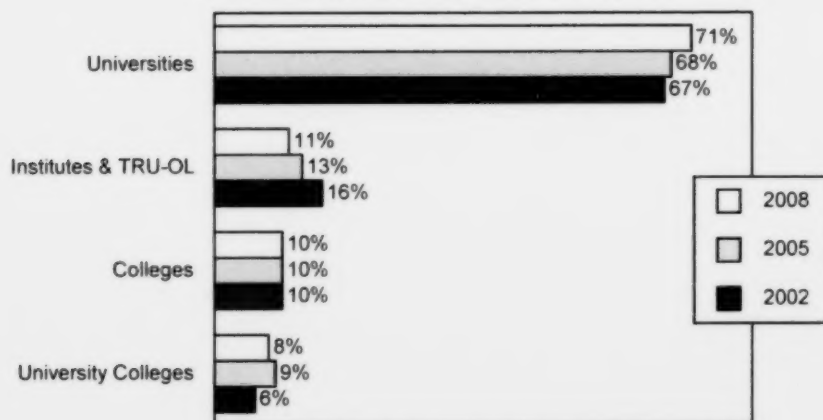
Although many students pursued further education at the same institution, 62 percent of respondents who continued their studies did so at a different institution (n=3,901), about the same as 2005 (63%). Of these respondents, 68 percent originated at colleges (Table 2.J). The largest flow of students between institution types was for students transferring from colleges to universities; these respondents accounted for 51 percent of all respondents who transferred to a different institution. Respondents from university colleges who transferred to universities made up a further 17 percent.

Table 2.J Respondents Who Continued in the B.C. Public Post-Secondary System at a Different Institution, by Type of Sending and Receiving Institution

Sending Institution Type	Receiving Institution Type									
	Colleges		Institutes and TRU-OL		University Colleges		Universities		All Receiving Institutions	
	# of	% of	# of	% of	# of	% of	# of	% of	# of	% of
	resp.	resp.	resp.	resp.	resp.	resp.	resp.	resp.	resp.	resp.
Colleges	187	5%	284	7%	204	5%	1,987	51%	2,662	68%
Institutes or TRU-OL	65	2	30	1	47	1	129	3	271	7
University Colleges	122	3	124	3	62	2	660	17	968	25
All Sending Institutions	374	10%	438	11%	313	8%	2,776	71%	3,901	100%

Universities were by far the most likely destination for respondents transferring to a different institution, receiving 71 percent of all respondents who transferred compared with 68 percent in 2005. University colleges were the least likely destination for respondents from the college, university college, and institute sector who went on to further studies at a different institution, accounting for 8 percent—down one percentage point from the 2005 study. Between 2002 and 2008, the share of transfer students going to universities has been steadily increasing, while the percentage who transfer to institutes and TRU-OL has been decreasing. The percentage of respondents transferring to university colleges and colleges has remained relatively steady over the period (Figure 2.E).

Figure 2.E Distribution of Respondents Who Transferred to a B.C. Public Post-Secondary Institution, by Receiving Institution Type



There was a high degree of concentration in the distribution of transfer students across individual receiving institutions: four institutions received 72 percent of all transfer respondents (Table 2.K). Not surprisingly, the three top receiving institutions were universities: the University of British Columbia (28%), Simon Fraser University (26%), the University of Victoria (11%). BCIT received the next largest flow of respondents to a single institution (7%).

In the 2002 and 2005 surveys, the same four institutions received the highest number of transfer respondents.

Table 2.K Respondents who Continued in the B.C. Public Post-Secondary System at a Different Institution, by Receiving Institution

Receiving Institution	# of respondents who transferred to institution from a different institution	% of all respondents who continued at a different institution
Colleges	374	10%
Camosun College	34	<1
Capilano College	49	1
College of New Caledonia	**	**
College of the Rockies	**	**
Douglas College	75	2
Langara College	79	2
North Island College	**	**
Northern Lights College	**	**
Northwest Community College	**	**
Selkirk College	**	**
Vancouver Community College	80	2
Institutes and TRU-OL	438	11%
BC Institute of Technology	277	7
Emily Carr Institute of Art and Design	38	1
Justice Institute	45	1
Nicola Valley Institute of Technology	**	**
TRU Open Learning	77	2
University Colleges	313	8%
Thompson Rivers University [‡]	52	1
University College of the Fraser Valley	83	2
Kwantlen University College	96	2
Malaspina University-College	55	1
Okanagan College [†]	27	<1
Universities	2,776	71%
Royal Roads University	70	2
Simon Fraser University	999	26
University of British Columbia	1,110	28
University of Northern British Columbia	155	4
University of Victoria	442	11
Grand Total All Institutions	3,901	100%

Note: Data have been suppressed and marked ** where fewer than 20 respondents transferred to the institution; however, subtotals and totals include data from all institutions in the corresponding group.

[‡] Formerly University College of the Cariboo

[†] Formerly Okanagan University College.

As expected, Arts and Sciences respondents comprised a large majority of the respondent population that continued their studies at a different institution (2,306/3,901 59%, Table 2.K). Both Arts and Sciences and Applied students from colleges were more likely to continue their studies at different institutions than were students who completed programs at university colleges or institutes and TRU-OL. In fact, nine out of every ten

Arts and Sciences respondents from colleges who continued their studies did so at a different institution (Table 2.L).

Table 2.L Respondents who Continued in the B.C. Public Post-Secondary System at a Different Institution, by Program and Sending Institution Type

Program Type		# who continued at different institution (A)	Total who continued their studies (B)	% who continued at different institution (A/B)
Sending Institution Type				
Applied		1,595	3,404	47%
	Colleges	958	1,672	57
	Institutes and TRU-OL	264	911	29
	University Colleges	373	821	45
Arts and Science		2,306	2,925	79%
	Colleges	1,704	1,883	90
	Institutes and TRU-OL	**	**	**
	University Colleges	595	1,027	58
All Programs		3,901	6,329	62%
	Colleges	2,662	3,555	75
	Institutes and TRU-OL	271	926	29
	University Colleges	968	1,848	52

Note: Data have been suppressed and marked ** where fewer than 20 continued their studies, however, subtotals and totals include data from all institutions in the corresponding group.

2.2 ARE STUDENTS ABLE TO IMPLEMENT THEIR CHOSEN EDUCATIONAL PLAN?

This section examines issues related to students' ability to continue their studies when and where they want, and in the programs and courses they want. Survey results for two groups of students are presented:

- 1) Those who continued their studies at a different institution within the B.C. public post-secondary system; and
- 2) Those who wanted to continue, but who had not continued their studies at the time of the interview.

For the first group of students, a key question to answer is to what extent the pattern of student flows between institutions reflects choices made by students. This section examines whether students were able to access the institutions, programs, and courses of their choice. These are key indicators of the success of the overall post-secondary admissions system in meeting student demand.

For the second group of students, a key question is why these students who expressed a desire to continue did not, in fact, continue their studies. What factors limited their ability to pursue their educational goals?

The findings from both groups of students shed some light on the larger question of the ability of the B.C. post-secondary system to satisfy demand. However, the picture is incomplete because it does not include all applicants to the B.C. public post-secondary

system. Data are not available for many types of students who enter the B.C. public post-secondary system but are not included in the DACSO study population, such as entrants from the K-12 system, universities, the private system, and other provinces (See "Limitations of this Analysis," in the Introduction).

2.2.1 Those Who Continued

The first portion of the analysis is based on the results of three questions posed to those students who continued at a different institution: 15H, 15I, and 15J (see Appendix 1 for complete wording):

Q15H: Of all the institutions you applied to after leaving [SENDING INSTITUTION], was [RECEIVING INSTITUTION] your first choice?

Q15I: At [RECEIVING INSTITUTION], were you accepted into your preferred program of studies?

Q15J: For the program of studies in which you were accepted, were you able to enrol in all the courses you desired during your first semester?

Key Findings

The study findings show that respondents who transferred to a different institution in the BC public system were very likely to access their institution, program, and courses of choice.

- 90 percent were accepted into their institution of choice (Table 2.M).
- 94 percent accessed their preferred program of study (Table 2.O).
- 84 percent registered in all the courses they wanted (Table 2.Q). In 2008, the percentage of students who got all of the courses they wanted increased for every type of sending institution. Access to desired courses was most improved for those entering colleges (88% in 2005 to 94% in 2008) and those entering institutes and TRU-OL (94% to 97%).
- 6 percent were unable to enrol in one course they had chosen.
- 9 percent were unable to enrol in two or more courses they had chosen.

Institution of Choice

In terms of getting accepted into their institution of choice, staying in B.C. and staying in the public system made a difference. Eighty-five percent of those who continued their studies outside B.C. were in their first choice of institution, compared with 90 percent of those who continued at a different institution in the B.C. public system. Those who stayed in B.C., but entered the private system, were slightly less likely to be in their first choice of institution (82%).

Within the B.C. public system, some types of institutions were slightly more difficult to access than others. Regardless of the type of institution they left, respondents transferring to a university were more likely to say they were in their first choice institution than were respondents who transferred to a college, university college, or institute or TRU-OL (Table 2.M). Respondents transferring from colleges to other colleges were less likely to be in their institution of choice (74%), as were respondents transferring from university colleges to colleges or to other university colleges (both 75%).

In each of the three survey years, about nine out of every ten respondents who transferred to a different institution in the B.C. public post-secondary system reported they were in their first choice institution (2002=92%, 2005=89% and 2008=90%) (Table 2.S, page 33). Between 2005 and 2008, the percentage increased most markedly for those who had been at a university college and continued at an institute or TRU-OL (2005=78% and 2008=92%).

Table 2.M Respondents Who Got their First Choice of Institution, by Type of Sending and Receiving Institution within the B.C. Public Post-Secondary System

	# who got first choice of institution (A)	# who continued their studies (B)	% who got first choice of institution (A / B)
From Colleges	2,371	2,634	90%
To:			
Colleges	136	184	74
Institutes and TRU-OL	240	280	86
University Colleges	165	201	82
Universities	1,830	1,969	93
From Institutes or TRU-OL	228	260	88%
To:			
Colleges	53	61	87
Institutes and TRU-OL	26	28	93
University Colleges	35	46	76
Universities	114	125	91
From University Colleges	863	959	90%
To:			
Colleges	92	122	75
Institutes and TRU-OL	110	119	92
University Colleges	46	61	75
Universities	615	657	94
From All Institutions	3,462	3,853	90%
To:			
Colleges	281	367	77
Institutes and TRU-OL	376	427	88
University Colleges	246	308	80
Universities	2,559	2,751	93

Note: The denominator (# who continued) only includes those who continued at a different B.C. public institution and answered Q15H.

The percentage of respondents who got their first choice of institution was close to the overall average of 90 percent for all programs of study that respondents took at their originating institution. There were only two programs of study from which fewer than 85 percent of former students reported getting into their first choice of institution: Mechanical and Related (80%) and Construction and Precision Production (80%) (Table 2.N).

Table 2.N Respondents Who Got their First Choice of Institution, by Program of Study at Original Institution

	# who got first choice of institution (A)	# who continued their studies (B)	% who got first choice of institution (A / B)
Applied Programs	1,384	1,564	88%
Agriculture, Nat. Resources & Sci. Tech	60	66	91
Business and Management	359	407	88
Communications	21	23	91
Computer and Information Sciences	27	30	90
Construction and Precision Production	56	70	80
Education and Library Science	73	81	90
Engineering, Electrical and Electronics	122	132	92
Health Related	94	106	89
Legal and Social Studies	169	191	88
Mechanical and Related	47	59	80
Nursing	160	171	94
Rec., Tourism, Hospitality & Service	92	106	87
Transportation	**	**	**
Visual, Performing and Fine Arts	98	115	85
Arts and Sciences Programs	2,078	2,289	91%
Grand Total All Respondents	3,462	3,853	90%

Note: The denominator (# who continued) only includes those who continued at a different B.C. public institution and answered Q15H. Data have been suppressed and marked ** where fewer than 20 respondents continued their studies; however, subtotals and totals include data from all institutions in the corresponding group.

Program of Choice

Only 6 percent of respondents who continued their studies at a different institution were unable to access their preferred program of study. The rate at which respondents reported being in their preferred program was consistently high regardless of the type of institution students left or entered (Table 2.O). There has been virtually no change in this high rate since 2002.

However, those who transferred to their institution of choice were slightly more likely to also get their program of choice. Ninety-five percent of those who were in the institution of their choice were also in the program of their choice, compared with 92 percent of those who did not get into the institution of their choice.

Table 2.O Respondents Who Got Into Their Preferred Program in the B.C. Public Post-Secondary System, by Type of Sending and Receiving Institution

	# who got preferred program (A)	# who continued their studies (B)	% who got preferred program (A / B)
From Colleges	2,476	2,627	94%
To:			
Colleges	175	182	96
Institutes and TRU-OL	269	275	98
University Colleges	190	202	94
Universities	1,842	1,968	94
From Institutes and TRU-OL	251	264	95%
To:			
Colleges	59	63	94
Institutes and TRU-OL	29	30	97
University Colleges	44	45	98
Universities	119	126	94
From University Colleges	905	953	95%
To:			
Colleges	116	120	97
Institutes and TRU-OL	121	122	99
University Colleges	56	62	90
Universities	612	649	94
From All Institutions	3,632	3,844	94%
To:			
Colleges	350	365	96
Institutes and TRU-OL	419	427	98
University Colleges	290	309	94
Universities	2,573	2,743	94

Note: The denominator (# who continued) only includes those who continued at a different B.C. public institution and answered Q15I.

The percentage of respondents who got into their preferred program was close to the overall average of 94 percent across all originating programs of study. Former students of Business and Management programs were the least likely to get into their preferred program (89%) (Table 2.P).

Table 2.P Respondents Who Got Into Their Preferred Program in the B.C. Public Post-Secondary System, by Program of Study at Original Institution

	# who got preferred program (A)	# who continued their studies (B)	% who got preferred program (A / B)
Applied Programs	1,477	1,565	94%
Agriculture, Nat. Resources & Sci. Tech	64	64	100
Business and Management	361	404	89
Communications	23	23	100
Computer and Information Sciences	29	31	94
Construction and Precision Production	71	72	99
Education and Library Science	80	81	99
Engineering, Electrical and Electronics	129	135	96
Health Related	99	105	94
Legal and Social Studies	182	192	95
Mechanical and Related	57	59	97
Nursing	170	172	99
Rec., Tourism, Hospitality & Service	99	106	93
Transportation	**	**	**
Visual, Performing and Fine Arts	106	114	93
Arts and Sciences Programs	2,155	2,279	95%
Grand Total All Respondents	3,632	3,844	94%

Note: The denominator (# who continued) only includes those who continued at a different B.C. public institution and answered Q15I. Data have been suppressed and marked ** where fewer than 20 respondents continued their studies; however, subtotals and totals include data from all institutions in the corresponding group.

Courses of Choice

The vast majority (84%) of respondents who transferred to a different institution in the B.C. public post-secondary system were successful in getting all of the courses they wanted in their first semester (Table 2.Q). Only 6 percent said they were unable to enrol in one of the courses they had chosen, and 9 percent were unable to enrol in two or more of the courses they had chosen. However, the rate at which respondents reported getting all of their courses varied substantially depending on the type of institution students entered.

Table 2.Q Percentage Who Got their First Choice of Courses, by Receiving Institution

Receiving Institution	# who got all courses of choice (A)	# who continued their studies (B)	% who got all courses of choice (A/B)
Colleges	337	359	94%
Camosun College	31	33	94
Capilano College	44	46	96
College of New Caledonia	..	..	..
College of the Rockies	..	..	..
Douglas College	65	71	92
Langara College	69	78	88
North Island College	..	..	..
Northern Lights College	..	..	..
Northwest Community College	..	..	..
Selkirk College	..	..	..
Vancouver Community College	74	75	99
Institutes and TRU-OL	412	423	97%
BC Institute of Technology	262	269	97
Emily Carr Institute of Art and Design	36	37	97
Justice Institute	42	42	100
Nicola Valley Institute of Technology	..	..	..
TRU Open Learning	71	74	96
University Colleges	269	304	88%
Thompson Rivers University ²	48	50	96
University College of the Fraser Valley	71	79	90
Kwantlen University College	79	95	83
Malaspina University-College	49	55	89
Okanagan College ¹	22	25	88
Universities	2,199	2,728	81%
Royal Roads University	69	70	99
Simon Fraser University	721	981	73
University of British Columbia	889	1,092	81
University of Northern British Columbia	143	153	93
University of Victoria	377	432	87
Grand Total All Institutions	3,217	3,814	84%

Note: The denominator (# who continued) only includes those who continued at a different B.C. public institution and answered Q15J. Data have been suppressed and marked " " where fewer than 20 respondents continued their studies; however, subtotals and totals include data from all institutions in the corresponding group.

² Formerly University College of the Cariboo.

¹ Formerly Okanagan University College.

In comparison with 2005, the proportion of students who were able to enrol in all of the courses they desired during their first semester at a B.C. public post-secondary institution increased for all categories of receiving institution. In 2008, access to desired courses for those entering colleges, for instance, increased from 88 percent in 2005 to 94 percent. Consistent with the findings from 2005, Simon Fraser University had the lowest percentage of students (73%), out of all receiving institutions, who reported getting all of the courses they wanted—however, this proportion was up 5 percentage points from 2005.

Students who were originally enrolled in Legal and Social Studies programs were the least likely to report getting their first choice of courses during their first semester at a B.C. public post-secondary institution (Table 2.R).

Table 2.R Percentage Who Got their First Choice of Courses, by Program of Study at Original Institution

	# who got all courses of choice (A)	# who continued their studies (B)	% who got all courses of choice (A/B)
Applied Programs	1,365	1,550	88%
Agriculture, Nat. Resources & Sci. Tech	59	63	94
Business and Management	351	405	87
Communications	21	22	95
Computer and Information Sciences	27	30	90
Construction and Precision Production	67	71	94
Education and Library Science	74	80	93
Engineering, Electrical and Electronics	123	133	92
Health Related	90	104	87
Legal and Social Studies	139	190	73
Mechanical and Related	55	59	93
Nursing	166	170	98
Rec., Tourism, Hospitality & Service	94	103	91
Transportation	**	**	**
Visual, Performing and Fine Arts	93	113	82
Arts and Sciences Programs	1,852	2,264	82%
Grand Total All Respondents	3,217	3,814	84%

Note: The denominator (# who continued) only includes those who continued at a different B.C. public institution and answered Q15J. Data have been suppressed and marked ** where fewer than 20 respondents continued their studies; however, subtotals and totals include data from all institutions in the corresponding group.

Table 2.S summarizes the proportions of respondents who reported getting into their first choice of institution, their preferred program of study and all of their courses of choice for the three survey years. Over time these proportions have been very stable. Approximately nine in ten respondents in each survey year reported being able to get into their first choice of institution and their preferred program. In each survey year, students were more likely to get their institution or program of their choice, than to get all of the courses they wanted.

Table 2.S Percentage Who Got their First Choice of Institution, Preferred Program and Courses, by Survey Year

Survey Year	% who got first choice of institution	% who got preferred program	% who got all courses of choice
2002	92%	94%	85%
2005	89%	94%	83%
2008	90%	94%	84%

2.2.2 Those Who Did Not Continue

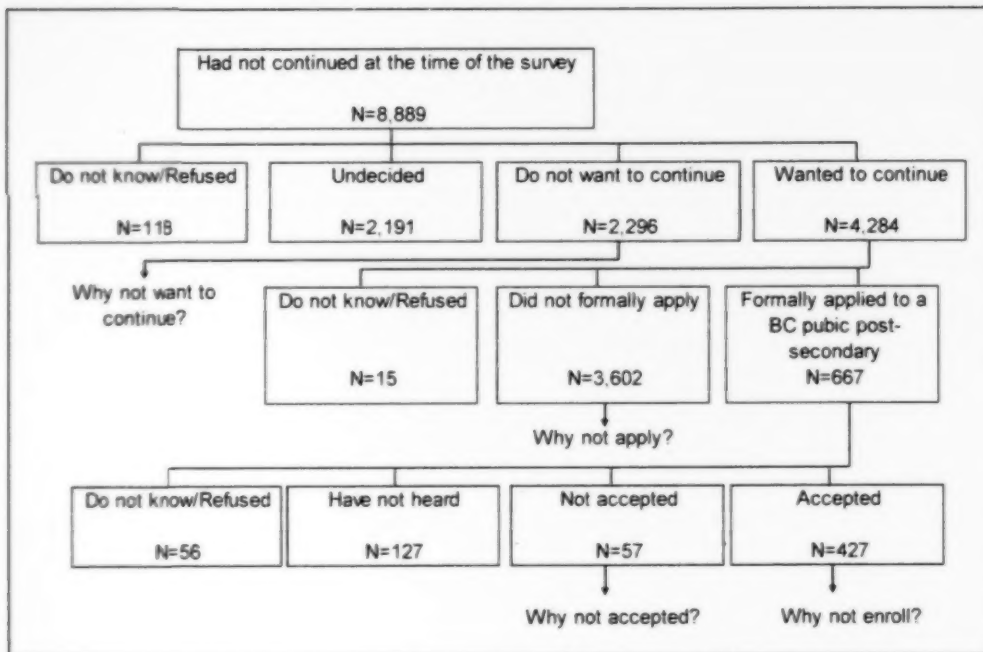
This portion of the analysis is based on the results of a series of questions designed to shed light on the experiences of students who may have tried unsuccessfully to continue their studies. The chart on the next page represents the flow and distribution of responses across the response categories for this set of questions. These questions are asked of respondents who had not continued their studies *at the time of the survey*.

Key Findings

Although a large proportion of students who did not continue their studies expressed a desire to do so, very few had actually submitted a formal application. Among those who submitted applications, top reasons for not enrolling include: already having completed educational goals and deciding to work instead of studying.

- 49 percent of respondents who had not continued their studies at the time of the survey expressed a desire to continue and 25 percent were undecided.
- Respondents who gave a reason for not wanting to continue their studies included 58 percent who had completed their educational goals and 28 percent who decided to work at a job instead.
- Only 16 percent of those who wanted to continue their studies actually submitted an application. Most of those who did not apply decided to work at a job instead (42%) or cited financial barriers to continuing their education (17%) as the main reason they had not applied.
- 70 percent of those who applied to a BC public institution were accepted, while 9 percent were not accepted and 19 percent did not know at the time of the survey.
- For those who were accepted but did not enrol, top barriers to enrolling included the need to work at a job and other personal circumstances. Former students also reported changing their minds about going back to school after being accepted.
- For the 57 applicants (9%) who applied, but were not accepted, lack of available spaces and low grades were the most commonly cited reasons for not being accepted.

Figure 2.F Flow of Access Questions



Barriers to Continuing

Of the 16,297 respondents to the 2008 survey, 8,889 reported they had not continued their studies after leaving their program at their institution. When the 8,889 respondents were asked if they wanted to continue their studies, just under half (49%) said "yes," a further 26 percent said "no," and 25 percent were undecided.⁹ The most often cited reason for not wanting to continue their studies was that they had already achieved their educational goals (58%). Another frequently mentioned reason was that they had made a decision to work at a job instead of continuing their education (28%).

Although a fairly large group of respondents (n=4,284) reported a desire to continue their studies, only 16 percent actually made a formal application. Many of those who did not formally apply said they decided to work at a job instead (42%). A further 17 percent cited financial resources as a barrier to applying, 10 percent said they were taking a break from school, and 10 percent indicated that there were other personal circumstances making it difficult to continue their studies.

⁹ The undecided response category was included in the survey for the first time in 2008. In previous surveys, respondents who had not decided whether they would continue their studies were included in a general "Do not know/Refused category."

Table 2.T Reasons for Not Applying

Reason For Not Applying	# reporting issue (A)	# who did not apply (B)	% of respondents reporting issue (A/B)
Decided to work at a job instead	1,506	3,549	42%
Did not have financial resources	586	3,549	17
Other personal circumstances made it difficult	360	3,549	10
Just wanted a break from studying	358	3,549	10
In apprenticeship or wait period or gaining required skills & experience	249	3,549	7
Wanted to re-think educational goals	235	3,549	7
Other reasons	255	3,549	7

Note: 53 respondents did not give a reason for not applying.

Those who applied to at least one public institution in B.C. were asked whether they were accepted. Seventy percent indicated they had been accepted, 9 percent said they were not accepted and 19 percent did not know at the time of the survey.¹⁰

The 57 respondents who applied, but were not accepted, were asked to report the main reason they were not accepted. For a third of these respondents (n=16), the issue was not with their own qualifications, but with the ability of the post-secondary system to supply enough spaces to meet demand. For eight of the respondents whose application to a public B.C. institution was rejected, grades were a barrier to continuing studies.

Table 2.U Main Reasons for Not Being Accepted

Reason For Not Being Accepted	# who reported issue (A)	# of valid responses (B)	% of respondents who reported issue (A/B)
Available spaces taken	16	49	33%
Grades not high enough	8	49	16
Did not have pre-requisites	7	49	14
Other reasons	12	49	24

Note: 8 respondents did not give a reason for not being accepted.

¹⁰ A response category was added to the 2008 survey to capture students who had not heard from the institution they applied to at the time of the interview. In previous surveys, respondents who had not heard from the institution were included in a general "Do not know/Refused" category.

Of the respondents who were accepted but not yet enrolled, 22 percent said they decided to work at a job instead of returning to school. A further 16 percent of respondents who were accepted said that either their personal circumstances made it difficult for them to continue studying or they had changed their minds about going back to school. Financial resources were a barrier to returning to school for 15 percent. Fourteen percent (representing 22 students) did not enrol because they were unable to enrol in the programs or courses that they wanted.

There was a subset of 250 students who, although they had not continued their studies at the time of the survey, were in the process of applying or had successfully applied for further education. They were removed from the analysis in Table 2.V: Main reasons for not enrolling.

Table 2.V Main Reasons for Not Enrolling

Reason For Not Enrolling	# who reported issue (A)	# of valid responses (B)	% of respondents who reported issue (A/B)
Decided to work at a job instead	34	154	22%
Other personal circumstances made it difficult	24	154	16
Changed mind about going back to school at that time	24	154	16
Did not have financial resources	23	154	15
Unable to enrol in desired program or courses	22	154	14
Other reason	27	154	18

Note: 250 respondents said they were enrolled but hadn't started their program yet; an additional 13 had invalid responses and 10 'did not know'.

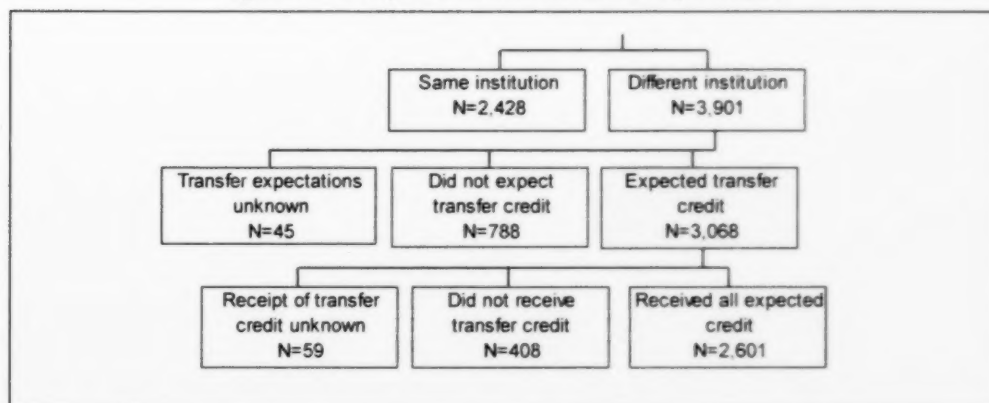
3 Transfer

The Transfer chapter of this report is divided into three sections. The first section, *Transfer Expectations*, presents a profile of respondents who expected to transfer credits to their new institution and reviews their feedback regarding issues encountered and overall satisfaction with their transfer experience. The next section, *Where Unmet Expectations Are Concentrated* looks at sending and receiving institutions to see both where there is a higher incidence of transfer issues and where in the system respondents who reported not realizing their transfer expectations were concentrated. The third and final section, *What are Students' Sources of Information in Planning for Transfer?*, addresses questions related to how knowledge of the transfer system impacts the likelihood of transfer success.

3.1 TRANSFER EXPECTATIONS

The experiences of respondents who transferred to a different B.C. public institution with the expectation of transferring credits (N=3,068) are the focus of this section. These respondents have direct experience with the transfer system in B.C. and their feedback is very valuable to the development of a responsive and effective credit transfer system.

Figure 3.A Respondents with Transfer Expectations



It is important to note that many of the results presented here reflect respondents' impressions of the effectiveness of the system. Some of the issues identified by respondents may best be addressed through targeted information campaigns aimed at educating students about what courses are and are not transferable within the system. The analysis in the next section of this chapter helps to identify where education campaigns might be directed to achieve the greatest overall benefit to students.

Key Findings

Profile

Eighty percent of former students expected to transfer credits in 2008, compared with 79 percent in 2005 and 75 percent in 2002.

- Respondents who expected to transfer credits tended to be:
 - transferring from a college or university college
 - transferring from Arts and Sciences programs
 - transferring to a related program
 - transferring to a university
 - younger than respondents who did not expect to transfer credits
- Respondents from Arts and Sciences programs were more likely to expect transfer credits in 2008 than in 2005 (the percentage increased from 88 percent to 92 percent in 2008).

Meeting Transfer Expectations

- 86 percent of respondents indicated they received the transfer credit they expected, with the remaining 14 percent indicating they did not receive all expected transfer credits.
- The extent of transfer issues appeared relatively minor; less than 1 percent of respondents who expected to transfer credits did not receive any of the transfer credits they expected.
- The most common reason for not receiving expected transfer credits, mentioned by 205 respondents (50%), was that they received unassigned credit instead of specific credit for the courses they transferred. The second most often mentioned reason was that the original course or program was not designed for transfer to the receiving institution (48%, up just one percentage point from 2005) (Table 3.B). About a third (34%) of students who did not receive all of their expected transfer credit said they do not know or understand transfer requirements; this is up from 28 percent in 2005.

Overall Satisfaction

- 80 percent of all transfer respondents in the 2008 survey were "very satisfied" or "satisfied" with the admission services and application processes at the institution they transferred to (Figure 3.B).
- 81 percent of transfer respondents were "very satisfied" or "satisfied" with their overall transfer experience, down from 2005 (83%) and 2002 (88%) (Figure 3.C).
- Success in transferring credits was closely related to satisfaction; 36 percent of those who did not transfer the credits they expected were "unsatisfied" or "very unsatisfied" with their overall transfer experience, compared with 5 percent of those who received their expected transfer credits. (Table 3.C).

3.1.1 Profile of Respondents with Expectations to Transfer Credits

Responses to survey question 15K were used to identify respondents who expected to transfer credits from one institution to another (Appendix 1).

Q15K: Did you expect to transfer credits from [SENDING INSTITUTION] to [RECEIVING INSTITUTION]?

- Eighty percent of respondents who transferred to a different institution expected to transfer credits.
- *Transferring from an Arts and Sciences program:* 92 percent of Arts and Sciences respondents expected to transfer credits, compared with 62 percent of Applied program students. Since the 2005 survey there has been an increase in the percentage of Arts and Sciences students who expect to transfer credits (from 88% to 92%) and a four percentage point decrease in the percentage of Applied students who expect to transfer credits (from 66% to 62%).
- *Transferring to a related program:* 91 percent of respondents with an expectation to transfer credits continued in fields they described as "very" or "somewhat" related to their previous studies; the comparable figure for those who did not expect to transfer credits was 61 percent.
- *Transferring from a college or university college:* 83 percent of respondents transferring from colleges and 80 percent of those transferring from university colleges expected to transfer credits, compared with 41 percent of respondents from institutes and TRU-OL.
- *Transferring to a university:* 93 percent of those transferring to a university expected to transfer credits, as did 65 percent of those transferring to a university college. Only 41 percent of those transferring to an institute and 38 percent of those transferring to a college expected the same.
- *Demographics:* Respondents who expected transfer credit were on average about 24 years of age, or about three years younger than those who did not expect transfer credit. Females comprise a greater percentage of respondents who transferred to another institution (57% were female while 43% were males), and they are also slightly more likely to expect to transfer course credits (81% for females and 78% for males).

3.1.2 Meeting Transfer Expectations

Three survey questions form the basis for this portion of the analysis: questions 15N, 15P, and 15O (see Appendix 1 for complete wording):

Q15N: Did you get the course transfer credit you expected?

Q15P: Of the courses you expected to transfer, how many did not transfer?

Q15O: What were the reasons you DID NOT get the transfer credit you expected?

The results of question 15N show that 86 percent of respondents indicated they received the transfer credit they expected, with the remaining 14 percent (N=408) indicating they did not receive all expected transfer credits.

Question Q15P helps to assess the extent of transfer issues reported by the 14 percent of respondents who said they did not get all the transfer credits they expected. It appears very few respondents' expectations went completely unmet; less than 1 percent (n=17) of respondents who expected course transfer credits indicated that they were unable to transfer any of their courses. Six percent (n=183) were unable to transfer one or two courses; 4 percent were unable to transfer between three and five courses; and 1 percent were unable to transfer six or more courses.¹¹

Table 3.A shows that since 2002, the proportion of students expecting to transfer credits has increased from 75 to 80 percent, however, a lower proportion are receiving all of their expected credits (from 90% to 86%). The proportion who were unsuccessful in transferring three or more courses has remained relatively stable over the period at between five and six percent.

Table 3.A Summary of Transfer Statistics by Survey Year

Survey Year	% Expected to Transfer Credits	% Got All Expected Credits	% Unsuccessful in Transferring Three or More Courses
2002	75%	90%	6%
2005	79%	90%	5%
2008	80%	86%	6%

The reason most often cited for not receiving expected transfer credits (Question 15O) was that students received unassigned credit when they expected credit for a specific course—half of the students mentioned this reason in 2008, up from 41 percent in 2005. Many cases of unmet expectations were related to poor knowledge of the transfer system—just under half of the respondents with unmet transfer expectations said their "original courses or program were not designed for transfer" to their receiving institution. There was some improvement in how well students appeared to understand transfer requirements between 2002 and 2005, with the percentage of students who mentioned a lack of understanding of transfer requirements declining to 28 percent in 2005 from 39 percent in 2002; however, in 2008, this proportion increased to 34 percent.

¹¹ Approximately 2 percent did not respond or gave an invalid response.

Table 3.B shows the reasons referenced by survey respondents for not receiving the transfer credit expected.

Table 3.B Reasons for Not Receiving Transfer Credit

Reason For Not Receiving Transfer Credit	# who reported issue (A)	# with unmet transfer expectations (B)	% of respondents with unmet expectations who reported issue (A/B)
Received unassigned credit when expected to receive specific credit	205	408	50%
Original courses or program were not designed for transfer	194	408	48
Courses transferred but could not use all of the credits toward degree	182	408	45
Did not know or understand transfer requirements	139	408	34
Received fewer transfer credits for a particular course than initially granted (e.g., a 4-credit course only received 3 credits)	118	408	29
Completed more credits than allowed to transfer	92	408	23
Other	73	408	18

Note: 86 of the 408 respondents who did not receive all of their credit said their transfers were in process and not yet confirmed.

3.1.3 Satisfaction with Admission Services and Application Processes

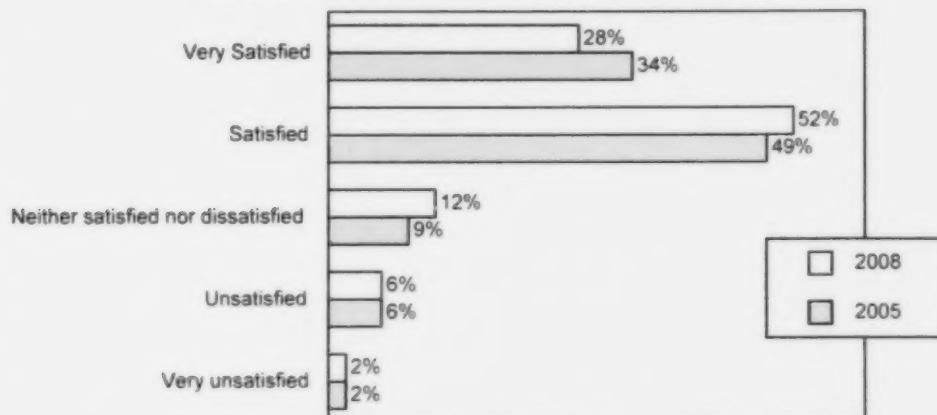
In 2005, a new question was added to the survey to determine how satisfied students were with admission services and application processes at the institution they transferred to.

Q15ZB How satisfied were you with the admission services and application processes at [RECEIVING INSTITUTION]?

In 2008, 80 percent of all students who transferred to a different B.C. public institution for their further education were "very satisfied" or "satisfied" with the admission services and application processes at their new institution. This proportion is down three percentage points from 2005.¹²

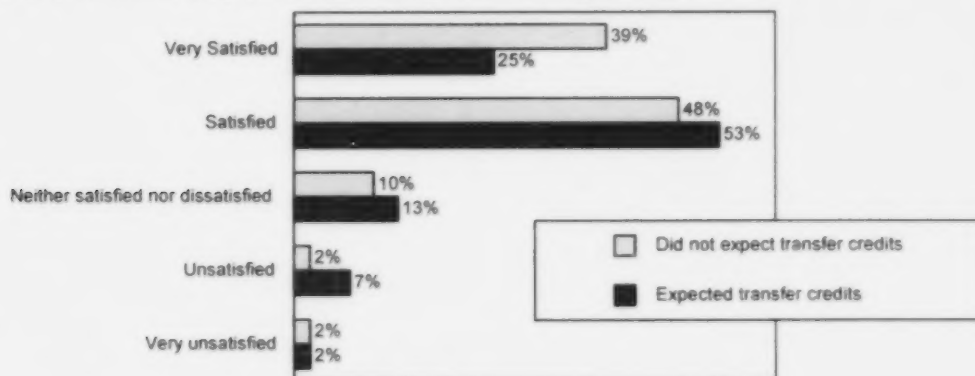
¹² Some of this decrease in satisfaction with admission services and application processes is attributable to the transition to collecting some of the survey responses through the web, in addition to telephone interviews. However, there has been a decrease in the percentage of respondents who are "very satisfied," even after accounting for mode bias. For instance, in 2008, 29 percent of telephone respondents were "very satisfied" compared with 34 percent in 2005.

Figure 3.B Respondents' Satisfaction with Admission Services and Application Processes at the Institution They Transferred To, by Survey Year



Of note, respondents who did not expect to transfer credits gave a higher evaluation of the admission services and application processes at their receiving institution. In 2008, for instance, 86 percent of students who did not expect to transfer credit were "very satisfied" or "satisfied" versus 78 percent of those who expected to transfer credit. (Figure 3.C). These findings suggest that expectations around credit transfer have a significant impact on students' overall impressions of admissions services and application processes.

Figure 3.C Respondents' Satisfaction with Admission Services and Application Processes at the Institution They Transferred To, by Transfer Expectation

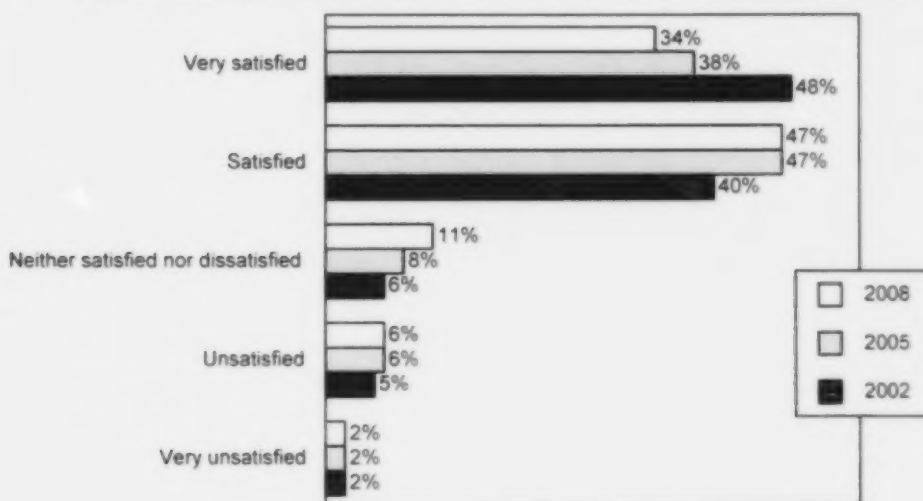


3.1.4 Overall Satisfaction

In response to question 15Q - How satisfied were you with your overall transfer experience? (see Appendix 1 for complete wording)—respondents expressed a high level of satisfaction; 81 percent said they were “very satisfied” or “satisfied.”¹³ Only 9 percent were “unsatisfied” or “very unsatisfied” (Figure 3.D).

Overall, the percentage of students who were “very satisfied” with their transfer experience has decreased over time from a high of 48 percent in 2002, to 38 percent in 2005 and to 34 percent in 2008. Most of the decrease in satisfaction with the overall transfer experience between 2005 and 2008 is attributable to mode bias introduced through the use of the web as a data collection channel. When only telephone respondents are considered, the percentage of students who received their expected transfer credits and were “very satisfied” or “satisfied” decreased by only one percentage point between 2005 and 2008, from 90 to 89 percent (Table 1.B, Introduction).

Figure 3.D Respondents' Satisfaction with their Overall Transfer Experience



In 2008, eighty-seven percent of respondents who received their expected transfer credits were “very satisfied” or “satisfied” with their overall transfer experience, compared with 39 percent of those who did not receive all of their expected transfer credits (Table 3.C). Note that among those who received all of their expected transfer credit, 13 percent remained neutral or unsatisfied with their overall transfer experience.

¹³ All percentages in this report have been rounded to whole numbers. Adding rounded numbers in the tables and charts may not equal the percentage stated in the report.

Table 3.C Satisfaction with Overall Transfer Experience, by Met and Unmet Transfer Credit Expectations

		Very satisfied	Satisfied	Neither satisfied nor unsatisfied	Unsatisfied	Very unsatisfied	All respondents	Non- response
Did not receive expected transfer credit	#							
	2002	34	129	63	83	37	346	3
	2005	20	129	71	81	44	345	6
	2008	19	139	100	99	49	406	2
	%							
	2002	10%	37%	18%	24%	11%	100%	
	2005	6%	37%	21%	23%	13%	100%	
	2008	5%	34%	25%	24%	12%	100%	
Received expected transfer credit	#							
	2002	1,594	1,234	120	72	21	3,041	11
	2005	1,255	1,432	189	103	22	3,001	3
	2008	995	1,281	209	92	15	2,592	9
	%							
	2002	52%	41%	4%	2%	1%	100%	
	2005	42%	48%	6%	3%	1%	100%	
	2008	38%	49%	8%	4%	1%	100%	

3.2 WHERE UNMET EXPECTATIONS ARE CONCENTRATED

This section looks at the distribution of respondents with unmet transfer expectations across the system. With limited resources, the Council and educational institutions need to know where to target their efforts to achieve the greatest reduction in unmet transfer expectations.

While there are 2,601 respondents whose transfer expectations were met, there are only 408 respondents whose expectations were not met. The low number of respondents in the latter group limits the amount of detail in the analysis that follows.

Key Findings

- The overall percentage of students reporting unmet transfer expectations in the 2008 survey was 14 percent, up four percentage points from the 2002 and 2005 surveys (Table 3.D).
- Respondents transferring to “very related” programs were more likely to realize their transfer expectations (Table 3.H).
- Reflecting the volume of respondents transferring from these institutions, over two thirds (69%) of respondents with unmet transfer expectations came from colleges, with 19 percent coming from Douglas College, 16 percent from Langara, and 14 percent from Capilano. However, only 13 percent from colleges overall did not get their expected transfer credit—while 15 percent from Douglas, 10% from Langara, and 16 percent from Capilano did not get the course transfer credit they expected (Table 3.E).
- Thirteen percent of all respondents with transfer expectations who entered universities did not receive all of the transfer credits they expected, compared with 19 percent of those who entered university colleges, 12 percent of those who entered institutes and TRU—OL, and 11 percent of those who entered colleges. However, due to the volume of students entering universities from the college, university college, and institute sector, this group accounted for 83 percent of all respondents whose transfer expectations were not met (Table 3.F).
- Transfers between the top four sending institutions, Douglas College, Langara College, Kwantlen University College, and Capilano College, and the two top receiving institutions, the University of British Columbia and Simon Fraser University, account for 51 percent of all respondents whose transfer expectations were not met. This reflects the large number of students who transfer between these institutions, rather than any tendency of these institutions to grant fewer transfer credits (Table 3.F).
- The percentage of respondents from Applied programs who did not realize their transfer expectations increased from 11 percent in 2005 to 17 percent in 2008 (Table 3.G). In terms of volume, Arts and Sciences students accounted for 61 percent of those with unmet expectations, while Applied students accounted for the remaining 39 percent of those with unmet expectations (Table 3.G).

The overall percentage of students reporting unmet transfer expectations was 14 percent, up four percentage points from the 2002 and 2005 surveys (Table 3.D). Among telephone respondents, 13 percent had unmet transfer expectations and 16 percent of web respondents reported unmet transfer expectations. The largest proportion of students continued their studies at a university and these students were more likely to report unmet transfer expectations in 2008 (13%) than in 2005 and 2008 (10% both years). This increase is not entirely due to the change to web-based data collection; 12 percent of telephone respondents who transferred to a university reported unmet transfer expectations in 2008.

For the first time, students transferring to institutes and TRU-OL (12%) were less likely than the overall average (14%) to report unmet transfer expectations. However, this finding should be viewed with caution due to the very small numbers of students in that category (n=20).

Table 3.D Comparison of Rates of Unmet Transfer Expectations Between the 2000, 2002, 2005 and 2008 Surveys

	2000	2002	2005	2008	
	%	%	%	%	N
By sending institution type:					
Colleges	12%	9%	10%	13%	281
Institutes and TRU-OL	24	14	21	20	21
University Colleges	12	12	11	14	106
By receiving institution type:					
Colleges	15%	13%	14%	11%	14
Institutes and TRU-OL	14	14	16	12	20
University Colleges	18	11	11	19	37
Universities	11	10	10	13	337
Overall Average	12%	10%	10%	14%	408

3.2.1 Sending Institution

The detailed breakdown by sending institution provided in Table 3.E helps to pinpoint concentrations of respondents who reported not receiving their expected transfer credits. The first percentage column shows the percentage of transfer respondents from each institution who did not get the transfer credits they expected. The last column shows the percentage distribution of all respondents who did not receive the transfer credits they expected across institutions. These percentages reflect, to a large extent, the distribution of transfer respondents across institutions.

Over two thirds (69%) of respondents with unmet transfer expectations came from colleges, with 19 percent coming from Douglas, 16 percent from Langara, and 14 percent from Capilano, reflecting the sizes of those institutions. Of these three colleges that generate relatively high numbers of students with transfer expectations, only Langara (10%) has a percentage of students who did not receive their expected transfer credit that is lower than the overall average for colleges of 13 percent.

Also reflecting institutional size, over one-quarter (26%) of respondents with unmet expectations came from university colleges, with 16 percent coming from Kwantlen

University College. However, 14 percent of respondents from that institution said they did not get their expected course transfer credit; that percentage is equal to the overall average for university colleges.

Former students from institutes and TRU-OL were more likely to say that their transfer expectations were not met (20%); however, the number of respondents who gave that response was quite small (n=21) (Table 3.E).

Table 3.E Respondents Unable to Transfer Some or All Credits, by Sending Institution

Sending Institution	# respondents with unmet transfer expectations (A)	# respondents with transfer expectations (B)	% respondents with unmet expectations by institution (A/B)	Distribution of respondents with unmet expectations (A/(sum A))
Colleges	281	2,161	13%	69%
Camosun College	38	340	11	9
Capilano College	56	350	16	14
College of New Caledonia	22	127	17	5
College of the Rockies	**	**	**	**
Douglas College	79	527	15	19
Langara College	65	637	10	16
North Island College	3	43	7	1
Northern Lights College	**	**	**	**
Northwest Community College	4	34	12	1
Selkirk College	2	40	5	0
Vancouver Community College	9	41	22	2
Institutes and TRU-OL	21	105	20%	5%
BC Institute of Technology	15	89	17	4
Justice Institute of BC	**	**	**	**
Nicola Valley Institute of Technology	**	**	**	**
TRU Open Learning	**	**	**	**
University Colleges	106	743	14%	26%
Thompson Rivers University ¹	**	**	**	**
University College of the Fraser Valley	10	56	18	2
Kwantlen University College	65	465	14	16
Malaspina University-College	12	67	18	3
Okanagan College [†]	16	139	12	4
Grand Total All Institutions	408	3,009	14%	100%

Note: 59 respondents did not say whether they received their expected transfer credits.

Note : Data have been suppressed and marked ** where fewer than 20 respondents continued their studies with an expectation to transfer credits; however, subtotals and totals include data from all institutions in the corresponding group.

² Formerly University College of the Cariboo.

[†] Formerly Okanagan University College.

3.2.2 Receiving Institution

The two universities receiving the most respondents who expected to transfer course credits were Simon Fraser University and the University of British Columbia—together they accounted for 64 percent of all respondents who expected to transfer credits.

Respondents continuing their education at those universities were similar to the overall average with regards to unmet expectations: 14 percent from SFU and 12 percent from UBC said they didn't get their expected credits.

Respondents continuing their studies at a university college were the least likely to report that their transfer expectations were met. Nineteen percent of respondents taking further studies at university colleges (n=37) indicated that they did not get the course transfer credit they expected, up eight percentage points from 2005.

Table 3.F Respondents Unable to Transfer Some or All Credits, by Receiving Institution

Receiving Institution	# respondents with unmet transfer expectations (A)	# respondents with transfer expectations (B)	% respondents with unmet expectation by institution (A/B)	Distribution of respondents with unmet expectations (A/(sum A))
Colleges	14	125	11%	3%
Camosun College	**	**	**	**
Capilano College	**	**	**	**
College of New Caledonia	**	**	**	**
College of the Rockies	**	**	**	**
Douglas College	5	33	15	1
Langara College	2	23	9	0
North Island College	**	**	**	**
Northern Lights College	**	**	**	**
Northwest Community College	**	**	**	**
Selkirk College	**	**	**	**
Vancouver Community College	**	**	**	**
Institutes and TRU-OL	20	162	12%	5%
BC Institute of Technology	14	89	16	3
Emily Carr Institute of Art and Design	0	30	0	0
Justice Institute of BC	**	**	**	**
TRU-OL	4	37	11	1
University Colleges	37	195	19%	9%
Thompson Rivers University [‡]	4	34	12	1
University College of the Fraser Valley	13	63	21	3
Kwantlen University College	13	51	25	3
Malaspina University-College	3	34	9	1
Okanagan College [†]	**	**	**	**
Universities	337	2,527	13%	83%
Royal Roads University	3	48	6	1
Simon Fraser University	134	933	14	33
University of British Columbia	124	999	12	30
University of Northern British Columbia	24	135	18	6
University of Victoria	52	412	13	13
Grand Total All Institutions	408	3,009	14%	100%

Note: 59 respondents did not say whether they received their expected transfer credits.

Data have been marked ** where fewer than 20 respondents continued their studies with an expectation to transfer credits; however, subtotals and totals include data from all institutions in the corresponding group.

‡ Formerly University College of the Cariboo. † Formerly Okanagan University College.

Transfers between the top four sending institutions—Douglas College, Langara College, Kwantlen University College, and Capilano College—and the two top receiving

institutions—the University of British Columbia and Simon Fraser University—account for 51 percent of all respondents whose transfer expectations were not met. Targeted information campaigns at these four sending institutions have the potential to reach a large audience, thereby reducing significantly the number of students with unmet transfer expectations in the future. Similarly, attention to articulation issues between these institutions has the potential to reduce the volume of students reporting unmet transfer expectations.

3.2.3 Program of Transfer and Relatedness of Further Studies

The percentage of Applied respondents who did not realize their transfer expectations dropped from 13 percent in 2002 to 11 percent in 2005 and then rose to 17 percent in 2008. There has also been a gradual increase over time in the proportion of students from Arts and Sciences programs reporting unmet transfer expectations; 9 percent in 2002, 10 percent in 2005 and 12 percent in 2008 (Table 3.G). Although the proportion of Arts and Sciences students reporting unmet transfer expectations was lower than for Applied students, there are approximately twice as many Arts and Sciences former students with transfer expectations.

Table 3.G Respondents Unable to Transfer Some or All Credits, by Program Type

	# respondents with unmet transfer expectations (A)	# respondents with transfer expectations (B)	% respondents with unmet expectations, by program (A/B)	Distribution of respondents with unmet expectations (A/(sum A))
Applied Programs	159	936	17%	39%
Arts and Sciences Programs	249	2,073	12%	61%
Grand Total All Programs	408	3,009	14%	100%

Note: 59 respondents did not say whether they received their expected transfer credits

Respondents were asked to rate how related their further studies were to their original program:

Q16—How related to your [NAME OF PROGRAM] program at [SENDING INSTITUTION] were / are your further studies at [RECEIVING INSTITUTION]? (see Appendix 1 for complete wording)

Analysis of question 16 shows that program relatedness has a somewhat positive impact on the likelihood of respondents reporting their expectations were met. Those who transferred to "very related" programs were less likely to report unmet transfer expectations than respondents who transferred to less related programs (Table 3.H).

Table 3.H Respondents Whose Transfer Expectations were Met, by Relatedness of Further Studies

Relatedness of further study	# of respondents with unmet transfer expectations (A)	# of respondents with transfer expectations (B)	% of respondents with unmet expectations (A/B)	Distribution of all respondents with unmet expectations (A/(sum A))
Not at all related	21	94	22%	5%
Not very related	33	162	20	8
Somewhat related	160	1,098	15	39
Very related	193	1,648	12	47
All Respondents	407	3,002	14%	100%

Note: Seven respondents who answered the question about receiving expected transfer credit (Q15N) did not answer the question about relatedness of further studies (Q16).

3.3 WHAT ARE STUDENTS' SOURCES OF INFORMATION IN PLANNING FOR TRANSFER?

Given that just under half of the respondents who did not receive their expected transfer credits said their original courses were not designed for transfer and that over a third of the students did not know or understand transfer requirements (Table 3.B), knowledge of the system may have a role to play in successful transfer. In particular, the fact that 45 percent of respondents who did not receive transfer credit cited "courses transferred but could not use all of the credits towards degree" indicates that some students do not understand that course applicability is an important aspect of course transfer. This section looks at what sources of information respondents who expected transfer credits used to plan for their transfer.

Key Findings

- The most important sources of information for students planning for transfer were the website of the institution they were transferring to, the BC Transfer Guide and counsellors, student advisors or other college officials (Table 3.I).
- Students also cited a variety of other resources, including the website of the sending institution (68%), and written materials such as calendars or advising sheets (51%).

In 2008, Q15ZD asked respondents who expected to transfer course credits whether they used each source of information for planning their transfer, from a list of sources (see Appendix 1 for complete wording). The wording used in 2008 was introduced in 2005 and is similar to Q15M asked in 2002, except that respondents in that survey were asked to name the top two sources of information.

In comparison with 2005, a higher proportion of 2008 respondents accessed all sources of transfer information except written materials, such as calendars or advising sheets. For example, three-quarters of 2008 respondents who expected to transfer credits reported using the BC Transfer Guide compared with 53 percent in 2005. Similarly, use of counsellors and student advisors was up from 69 percent in 2005 to 74 percent overall in 2008.

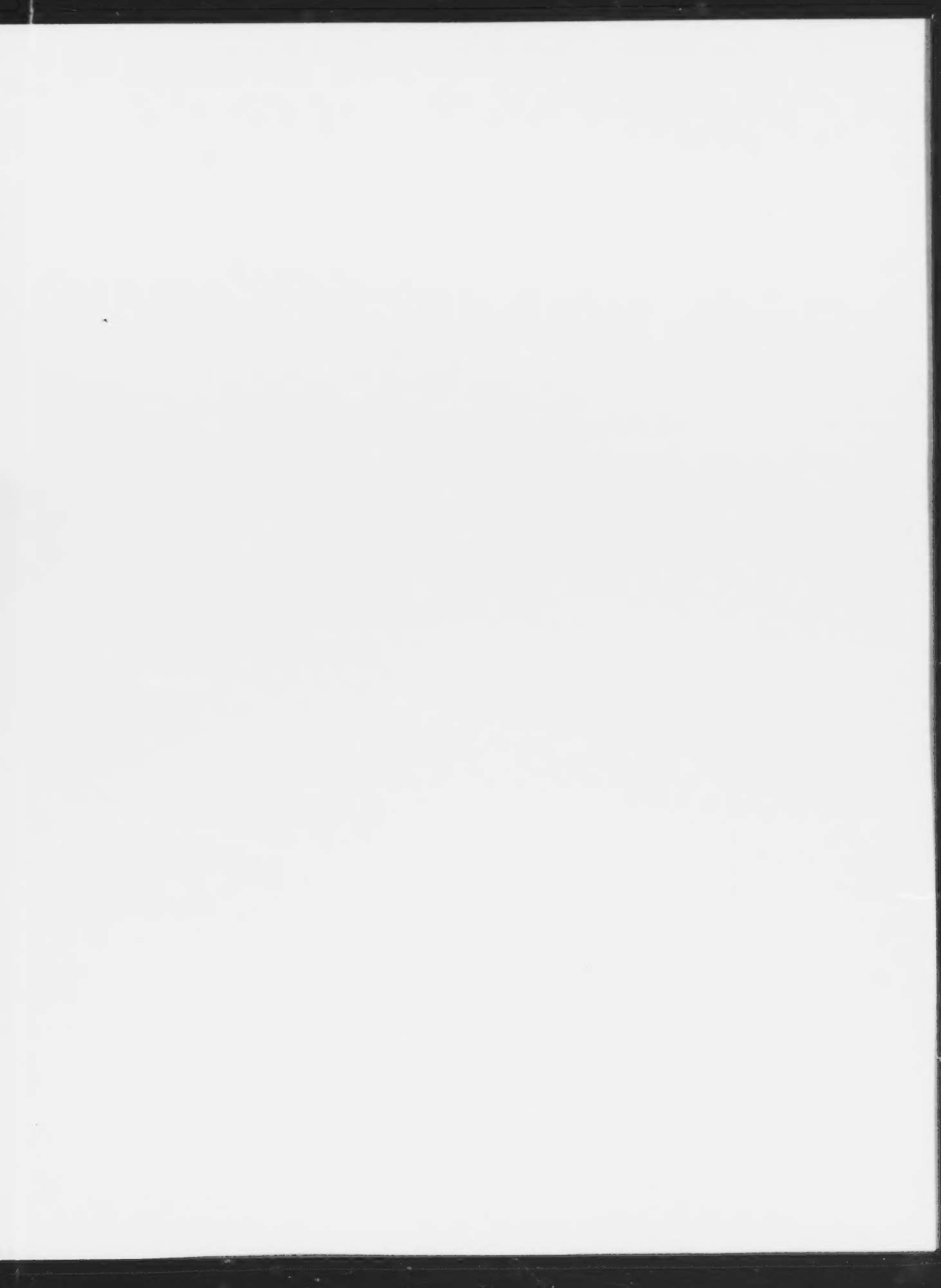
In terms of the relative ranking of different information sources, the website of the institution that students transferred to was accessed by the highest proportion of students who received their expected transfer credit (78%) and students who did not (80%). The BC Transfer Guide and counsellors, student advisors and other college officials were used by approximately the same number of students in 2008.

Respondents' top transfer information sources did not appear to be highly related to the likelihood of receiving the expected transfer outcome. There were only small differences in the percentage of respondents who indicated that they had used each source of information, for those who successfully transferred their credits and those who did not (Table 3.1).

Table 3.1 Sources of Transfer Information, by Met and Unmet Transfer Credit Expectations

Transfer Information Source	Of respondents who received expected transfer credit			Of respondents who did not receive expected transfer credit		
	# who used source	# respondents	%	# who used source	# respondents	%
Website of the institution student was transferring to	2,017	2,573	78	322	401	80
BC Transfer Guide	1,910	2,563	75	314	403	78
Counsellor, student advisor, or other college official	1,904	2,587	74	316	407	78
Website of the institution student was transferring from	1,737	2,542	68	255	394	65
Written materials such as calendars or advising sheets	1,291	2,551	51	214	398	54
Other students	1,242	2,585	48	192	407	47

Note: Respondents answered "yes" or "no" to whether they used each source.



4 Conclusions and Recommendations

The main finding of this report is that the admissions and transfer system in B.C. is working very well for students who continue their studies after having studied at one of B.C.'s colleges, university colleges, or institutes. In terms of access, a large majority of continuing students reported getting into the institution, program, and all of the courses of their choice.

This report includes information on those respondents who did not continue their studies. The findings show that while many of these students reported a desire to continue their studies at some point in the future, very few had actually made a formal application to a post-secondary institution. The top barriers to enrolling reported by respondents who were accepted into the B.C. public post-secondary system included the need to work at a job, other personal circumstances, or simply changing one's mind about going back to school.

Across the three surveys, between 83 and 85 percent of respondents who transferred to a different institution in the B.C. public post-secondary system were successful in enrolling in all their courses of choice. In comparison with 2005, the proportion of students who were able to enrol in all of the courses they desired during their first semester at a B.C. public post-secondary institution increased for all categories of receiving institution. While those who transferred to Simon Fraser University for further studies were the least likely to report getting all of the courses of their choice (73%), this represented a five percentage point improvement over 2005.

In terms of transfer, the proportion of students who expect to transfer credits has increased by five percentage points, from 75 percent in 2002 to 80 percent in 2008. However, there has also been an increase in the proportion of students who said they were unsuccessful in transferring all of their credits, from 10 percent in 2002 to 14 percent in 2008. According to respondents, the most common reason for not receiving expected transfer credits was that they received unassigned credit instead of specific credit for the course they transferred. The second most common reason was that the original course or program was not designed for transfer. Student knowledge of the transfer system does not appear to have improved between 2005 and 2008. Just over a third of 2008 respondents who did not receive all of their expected credits reported that they do not know or understand the transfer system, compared with 28 percent in 2005.

The proportion of transfer students who used the BC Transfer Guide jumped from 66 percent in 2005 to 75 percent in 2008. Consistent with the 2005 results, the website of the receiving institution was the source of transfer information most often cited by respondents. Developing and promoting transfer materials that students are most likely to use, particularly those that are web based, should make a difference in transfer success.

Institutions should take the necessary steps to ensure that students are informed as to which courses are or are not transferable. Education campaigns should target Arts and Sciences students at the four top sending institutions (Douglas College, Langara College, Kwantlen University College, and Capilano College). Given that almost half of the 408 respondents with unmet transfer expectations were attempting to transfer credits from programs that were reported by the respondents as not designed for transfer, it follows that there is a need for improved communication with students. The Council

should also identify and work to resolve any articulation issues between the four top sending institutions and the three top receiving institutions: the University of British Columbia, Simon Fraser University, and the University of Victoria.

Although the admissions picture drawn by these data is valuable, it remains an incomplete picture. Because the DACSO survey was not designed to cover the complete post-secondary system, many groups of students are not included in the study population for this report—for instance, entrants from the K–12 system, universities, the private system, and other provinces, and students from ABE and Apprenticeship programs. A methodology that incorporates the admissions experiences of all of these groups of students and includes applicants as well as registrants is needed to draw a more complete picture of the relationship between supply and demand in the B.C. public post-secondary system. The Student Transitions Project (STP) has made considerable progress in increasing our understanding of student mobility by using the Personal Education Number (PEN) to track all applicants and registrants rather than by using a survey methodology. BCCAT and the STP may wish to conduct an analysis of both the survey data and the quantitative data on mobility to compare results and develop a more complete picture of student transitions using qualitative and quantitative data.

This report provides direction to the BC Council on Admissions and Transfer, suggesting where it could concentrate its efforts to further improve the transfer system. The Council's mandate is to facilitate admission, articulation, and transfer arrangements among the colleges, university colleges, institutes, and the universities. Given the sheer number of institutions involved, this can be a daunting task. However, because the volume of transfer students is much higher for certain sending and receiving institutions and programs, there are areas where the Council can focus its efforts to meet the largest audience.

Specific recommendations for post-secondary institutions and BCCAT are summarized below.

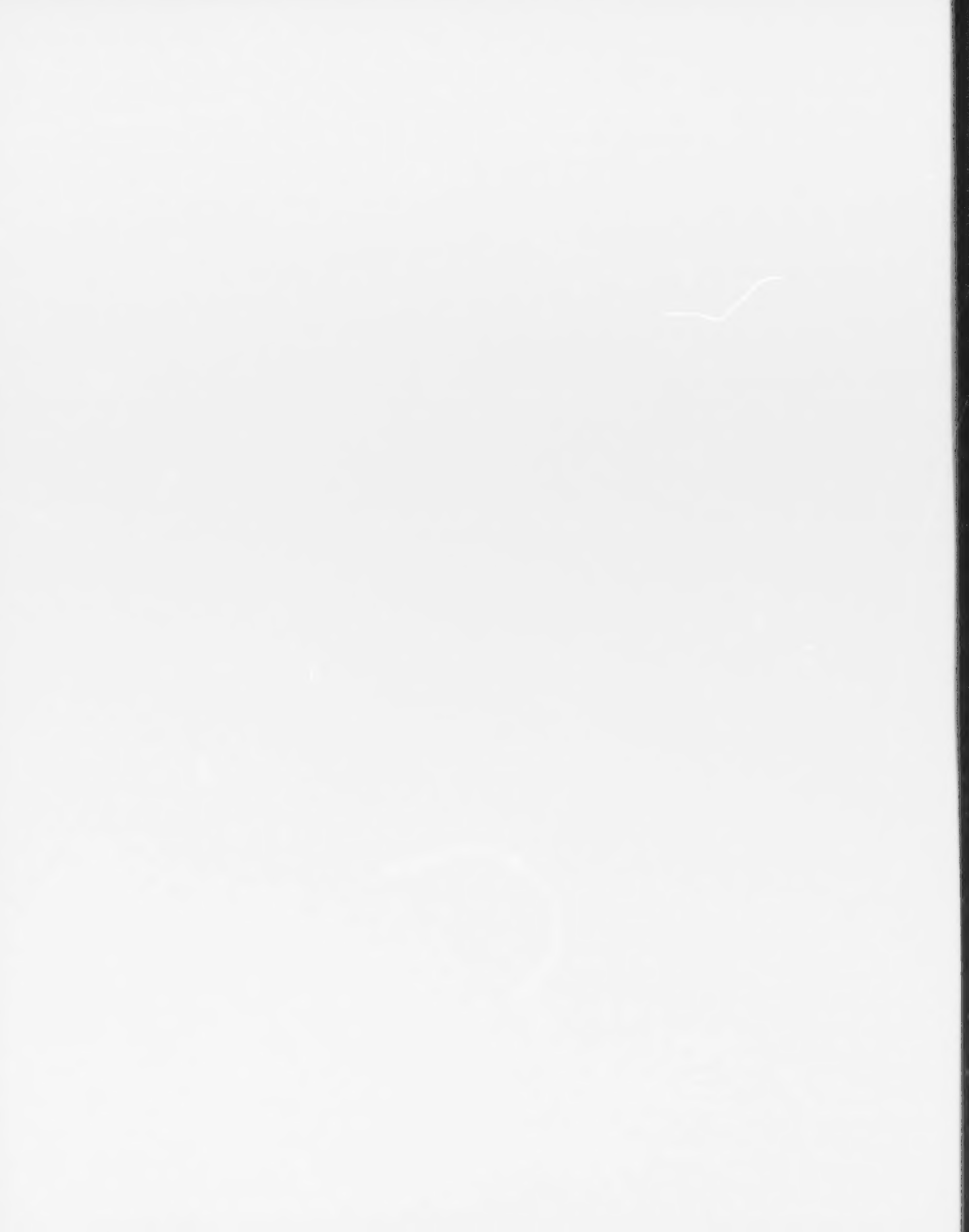
For institutions:

- To be informed about students' perceptions of their admissions and transfer experience, conduct exit surveys with these students.
- To ensure that students know which courses are transferable and which programs are designed for transfer, provide online information for prospective students, particularly for Arts and Sciences students.

For BCCAT:

- To help institutions improve communications with students and to communicate with them directly, continue to develop and maintain online, user-friendly transfer information, such as the BC Transfer Guide.
- To increase awareness among potential users, continue to publicize the Transfer Guide widely.

- To improve students' transfer experiences, continue to identify and help resolve any articulation issues between sending and receiving institutions, and expand the Transfer Guide to include more articulations as appropriate.
- To investigate the implications of unassigned credit for students, consider a research project to identify what percentage of transfer credit is awarded as unassigned credit and the extent to which assigned credit (credit for a specific course) would be more appropriate.
- To construct a more complete picture of student transitions in BC: 1) work to develop a methodology that analyzes the experiences of all groups of students and includes applicants as well as registrants; and 2) analyze both qualitative survey data and quantitative data on student mobility.



APPENDICES

APPENDIX 1: RELEVANT QUESTIONS FROM THE BC DIPLOMA, ASSOCIATE DEGREE, AND CERTIFICATE STUDENT OUTCOMES SURVEY

Hello, my name is _____ and I'm calling on behalf of [NAME OF INSTITUTION], BC Stats, the BC Ministry of Advanced Education, and BC public post-secondary institutions. We need your help for our annual survey of former college, university-college, and institute students. The purpose of the survey is to assess the quality of your educational experience and see if your education has been useful to you. While the survey is voluntary, your participation is important. All answers will be kept confidential and will only be used for statistical purposes.

1. Introductory Questions to Determine Survey Eligibility

- Q1 To confirm, did you take courses from [NAME OF INSTITUTION] at any time during the period July 1, 2006 and June 30, 2007?

ALTERNATE WORDING IF INST=OLA (now called TRU-OL, was called BCOU):

- Q1 To confirm did you recently graduate from TRU-OL?
Interviewer Note: If TRU-OL (was called BCOU) students answer No – mention that some programs are offered in collaboration with other institutions but TRU-OL (or BCOU) is the institution that usually awards the credential.

1. YES – GO TO Q3
2. NO – CONFIRM NEGATIVE, THEN THANK AND TERMINATE
3. STILL ATTENDING – GO TO Q4
4. DON'T KNOW – ATTEMPT TO PROBE, ELSE THANK AND TERMINATE
5. REFUSED – ATTEMPT TO PROBE, ELSE THANK AND TERMINATE

- Q3 Are you still taking courses at [NAME OF INSTITUTION]?

1. YES – GO TO Q4
2. NO – GO TO Q5
3. DON'T KNOW – ATTEMPT TO PROBE, ELSE THANK AND TERMINATE
4. REFUSED – ATTEMPT TO PROBE, ELSE THANK AND TERMINATE

(For those still taking courses at [NAME OF INSTITUTION]):

- Q4 The records indicate that you were in the [NAME OF PROGRAM] program. Is that correct?

1. YES – GO TO Q4B
2. NO – GO TO Q4A
3. DON'T KNOW – GO TO Q4A
4. REFUSED – GO TO Q4A

- Q4A What did you study?

_____ (=CORRECT NAME OF PROGRAM)

Q4B Are you STILL in EXACTLY the same program at exactly the same level?

Interviewer Note: We want to include people who have completed certificate and diploma programs even if they go on to a related program at a different level.

1. YES - GO TO Q4D
2. NO - GO TO Q4C
3. DON'T KNOW - GO TO Q4C
4. REFUSED - GO TO Q4C

Q4C What are you now studying?

_____ (=NAME OF SUBSEQUENT PROGRAM)
GO TO SECTION 2
REFUSED - GO TO SECTION 2

Q4D Are you currently studying at the third, fourth or fifth year level in [NAME OF PROGRAM]?

1. YES - GO TO Q4E
2. NO - THANK AND TERMINATE
3. DON'T KNOW - THANK AND TERMINATE
4. REFUSED - THANK AND TERMINATE

Q4E Is this part of a 4 or 5 year program?

1. YES - GO TO COMMENT FOR Q4E=YES AND THEN GO TO SECTION 2
2. NO - THANK AND TERMINATE
3. DON'T KNOW - THANK AND TERMINATE
4. REFUSED - THANK AND TERMINATE

Interviewer Note: If Q4E = "YES," READ THE FOLLOWING - Your college would like to interview you about your experiences during your studies at the first and second year level in [NAME OF PROGRAM]. Many students transfer to other institutions after first or second year or go onto other activities. Please think back on the first two years of your program when you answer the questions in this interview. - GO TO SECTION 2

Q5 The records indicate you were in the [NAME OF PROGRAM] program. Is that correct?

1. YES - GO TO SECTION 2
2. NO - GO TO Q5A
3. DON'T KNOW - GO TO Q5A
4. REFUSED - GO TO Q5A

Q5A What did you study?

_____ (=CORRECTED NAME OF PROGRAM)
REFUSED - GO TO SECTION 2

Note: If name of program is corrected as a result of Q4A or Q5A, the corrected version will be used in all subsequent questions.

2. Past Education and Subsequent Education

Q7A Did you learn English as a second language?

1. YES – GO TO Q7B
2. NO – GO TO Q7C
3. DON'T KNOW – GO TO Q7C
4. REFUSED – GO TO Q7C

Q7B IF YES, at what age did you learn English as a second language?

1. AGE 12 OR EARLIER
2. AS A TEENAGER (AGE 13-17)
3. AS AN ADULT (AGE 18 AND OVER)
4. COMBINATION OF ABOVE [PROBE FOR MAIN AGE LEARNED]
5. DON'T KNOW
6. REFUSED

Q7C While at [NAME OF INSTITUTION], did you take any College foundation, Adult Basic Education, Career Preparation, or Upgrading courses? *(Interview note: This includes Developmental Studies)*

1. YES
2. NO
3. DON'T KNOW
4. REFUSED

Q8 Did you take any post-secondary education before enrolling at [NAME OF INSTITUTION]?

1. YES
2. NO
3. DON'T KNOW
4. REFUSED

Interviewer Note: IF "STILL ATTENDING" (THAT IS, Q1=Still Attending (3) OR Q3=Yes (1)) – SKIP TO Q9F

Q9E Are you presently taking any other education or training? *(Interviewer note: they could be between semesters or completed one course and going to enrol in another. Mark yes if respondent is between semesters or completed one course and is about to enrol in another. If they are just thinking about enrolling, select "No.")*

1. YES – GO TO Q9F
2. NO – GO TO Q10
3. DON'T KNOW – GO TO Q10
4. REFUSED – GO TO Q10

Q9F Are you currently studying on a full or part-time basis? *(Interviewer note: If they are starting soon, is it full-time or part-time? If the student indicates that he/she is an Apprenticeship student, should be coded as full-time)*

1. FULL TIME – GO TO Q12
2. PART TIME – GO TO Q12 (maybe only taking 1 or 2 courses)
3. DON'T KNOW – GO TO Q12
4. REFUSED – GO TO Q12

IF "STILL ATTENDING" (THAT IS, Q1=Still Attending (3) OR Q3=YES (1)) – skip to Q15H

Q10 Since you took your last course at [NAME OF INSTITUTION], have you taken any further studies?

ALTERNATE WORDING IF INST= TRU-OL

SINCE YOU GRADUATED FROM TRU-OL (or BCOU), HAVE YOU TAKEN ANY FURTHER STUDIES?

Interviewer Note: Refers to courses that could be applied for credit, certification, or professional accreditation. This should include Continuing Education courses that are greater than one week or greater than 30 hours. If applied but not yet attended, mark "NO."

1. YES – GO TO Q12
2. NO – GO TO Q15R
3. DON'T KNOW – GO TO SECTION 3
4. REFUSED – GO TO SECTION 3

Q12 What is the name of the institution at which you were enrolled or at which you are currently enrolled?

Interviewer Note: If respondent mentions more than one institution, clarify which is or has been the one at which the student is officially enrolled.. Mark only one. If the student is officially enrolled at more than one institution, the "main" institution is the one at which the student spends most of their time.

Interviewer Note: If TRU (Thompson Rivers University), probe for TRU or TRU-OL (TRU Open Learning)

- | | |
|--|--|
| 1. BC INSTITUTE OF TECHNOLOGY (BCIT) | 2. CALGARY UNIVERSITY (ALBERTA) |
| 3. CAMOSUN COLLEGE | 4. CAPILANO COLLEGE |
| 5. THOMPSON RIVERS UNIVERSITY (TRU)
(formerly called UNIV. COLLEGE OF THE CARIBOO (UCC) | 6. DOUGLAS COLLEGE |
| 7. COLLEGE OF THE ROCKIES (COTR) | 8. EMILY CARR INSTITUTE OF ART & DESIGN |
| 9. FRASER VALLEY UNIV. COLLEGE (UCFV) | 10. JUSTICE INSTITUTE |
| 11. KWANTLEN UNIV. COLLEGE | 12. LAKEHEAD UNIV. |
| 13. LANGARA COLLEGE | 14. LETHBRIDGE UNIVERSITY (ALBERTA) |
| 15. MALASPINA UNIV. COLLEGE | 16. NORTH ISLAND COLLEGE |
| 17. NORTHERN LIGHTS COLLEGE | 18. NORTHWEST COMMUNITY COLLEGE |
| 19. OKANAGAN COLLEGE
(Formerly called OKANAGAN UNIV. COLLEGE) | 20. THOMPSON RIVERS UNIVERSITY OPEN LEARNING (TRU-OL)
(Formerly called BC OPEN UNIVERSITY or OLA) |
| 21. PACIFIC MARINE TRAINING CENTRE | 23. SIMON FRASER UNIVERSITY (SFU) |
| 22. SELKIRK COLLEGE | 25. UNIVERSITY OF BC (UBC) |
| 24. UNIV. OF ALBERTA | 27. UNIV. OF NORTHERN BC (UNBC) |
| 26. UNIV. OF VICTORIA (UVIC) | 29. COLLEGE OF NEW CALEDONIA (CNC) |
| 28. VANCOUVER COMMUNITY COLL. (VCC) | 32. INSTITUTE OF INDIGENOUS GOVT (IIG) |
| 31. OTHER (SPECIFY) _____ – GO TO Q12C | 33. ROYAL ROADS UNIVERSITY (RRU) |
| 88. DON'T KNOW | 34. NICOLA VALLEY INSTITUTE OF TECH. (NVIT) |
| 99. REFUSED | 35. UNIVERSITY OF BRITISH COLUMBIA OKANAGAN |

IF Q12 <>31 GO TO Q12F

Interviewer Note: Please enter the full name of the institution.

- Q12C Where is this institution located?
1. IN BC
 2. IN CANADA, OUTSIDE BC
 3. OUTSIDE CANADA
 4. OTHER (SPECIFY _____)
 5. DON'T KNOW
 6. REFUSED

- Q12D What type of institution is it?
1. UNIVERSITY
 2. COLLEGE
 3. INSTITUTE
 4. ON-LINE STUDIES OR DISTANCE EDUCATION
 5. SECONDARY SCHOOL
 6. VOCATIONAL SCHOOL
 7. OTHER (SPECIFY _____)
 8. DON'T KNOW
 9. REFUSED

- Q12E Is this a private or public institution?
1. PUBLIC
 2. PRIVATE
 3. DON'T KNOW
 4. REFUSED

- Q12F Why did you choose this institution? *[Interviewer note: If more than one reason ask for MAIN reason. If they say the location - clarify between codes 01 and 09. If they say reputation - clarify between codes 05 & 06.]*
1. IT IS IN THE REGION WHERE I LIVE
 3. AVAILABILITY OF PROGRAM/NO WAITLIST FOR PROGRAM
 4. PROGRAM UNIQUE TO THIS INSTITUTION
 5. REPUTATION OF INSTITUTION
 6. REPUTATION OF PROGRAM
 7. LESS EXPENSIVE
 8. I WAS ACCEPTED INTO THIS INSTITUTION
 9. LOCATION OF THE INSTITUTION
 10. TRANSFERABILITY OF PROGRAM OR COURSES
 11. EMPLOYER SENT ME THERE
 12. LENGTH OF PROGRAM / CONVENIENT SCHEDULE
 13. OTHER (SPECIFY) _____
 14. DON'T KNOW
 15. REFUSED

The next 3 questions are for everyone who took further studies, including those STILL ATTENDING at the same institution.

- Q15H Of all the institutions you applied to after leaving [NAME OF PROGRAM], was [MAIN INSTITUTION, or NAME OF INSTITUTION if still attending at same institution] your first choice?
1. YES
 2. NO
 3. DON'T KNOW
 4. REFUSED

Q15I At [MAIN INSTITUTION], were you accepted into your preferred program of studies?

1. YES
2. NO
3. DON'T KNOW
4. REFUSED

Q15J For the program of studies in which you were accepted, were you able to enrol in all the courses you desired during your first semester? If "No" ask – How many courses were you unable to enrol in?

1. YES
2. NO, UNABLE TO ENROL IN ONE COURSE
3. NO, UNABLE TO ENROL IN TWO OR MORE COURSES
4. DON'T KNOW
5. REFUSED

**IF "STILL ATTENDING" (THAT IS, Q1=Still Attending OR Q3=YES) or Attending at same institution:
Q12 [MAIN INSTITUTION-BCIT] = [NAME OF INSTITUTION] -- skip to Q16**

Transfer questions are asked of everyone who continued on for further studies at a different institution.

Q15ZB How satisfied were you with the admission services and application processes at [MAIN INSTITUTION]? Would you say...?

1. VERY SATISFIED
2. SATISFIED
3. NEITHER SATISFIED NOR DISSATISFIED
4. UNSATISFIED
5. VERY UNSATISFIED
6. DON'T KNOW
7. REFUSED

Q15K Did you expect to transfer course credits from [NAME OF INSTITUTION] to [MAIN INSTITUTION]?

- | | |
|---------------|-------------|
| 1. YES | GO TO Q15ZD |
| 2. NO | GO TO Q16 |
| 3. DON'T KNOW | GO TO Q16 |
| 4. REFUSED | GO TO Q16 |

Q15ZD In planning for transfer, did you use any of the following sources of information? (READ EACH OPTION)

1. YES
 2. NO
 3. DON'T KNOW
 4. REFUSED
-
1. THE BC TRANSFER GUIDE
 2. THE BC TRANSFER TIPS HANDBOOK
 3. THE WEBSITE OF THE INSTITUTION YOU WERE TRANSFERRING FROM
 4. THE WEBSITE OF THE INSTITUTION YOU WERE TRANSFERRING TO
 5. WRITTEN MATERIALS SUCH AS CALENDARS OR ADVISING SHEETS
 6. A COUNSELLOR, STUDENT ADVISOR OR OTHER COLLEGE OFFICIAL
 7. OTHER STUDENTS
 8. FRIENDS, FAMILY, EMPLOYER, CO-WORKERS ETC, NOT INCLUDING OTHER STUDENTS
 11. EDUCATION PLANNER WEBSITE
 12. OTHER SOURCES (SPECIFY) _____

Q15N Did you get the course transfer credit you expected?

1. YES GO TO Q15Q
2. NO GO TO Q15Q
3. DON'T KNOW GO TO Q15Q
4. REFUSED GO TO Q15Q

Q15O What were the reasons you **DID NOT** get the course transfer credit you expected? Was it because ? (READ EACH OPTION)

1. YES
2. NO
3. DON'T KNOW
4. REFUSED
1. YOUR ORIGINAL COURSES OR PROGRAM WERE NOT DESIGNED FOR TRANSFER TO [MAIN INSTITUTION]
2. YOU HAD COMPLETED MORE CREDITS THAN YOU WERE ALLOWED TO TRANSFER.
3. YOU DIDN'T KNOW OR UNDERSTAND TRANSFER REQUIREMENTS.
4. YOU RECEIVED UNASSIGNED CREDIT WHEN YOU EXPECTED TO RECEIVE SPECIFIC CREDIT.
5. YOU RECEIVED FEWER TRANSFER CREDITS FOR A PARTICULAR COURSE THAN INITIALLY RECEIVED (E.G., A 4 CREDIT COURSE ONLY RECEIVED 3 CREDITS)
6. YOUR COURSES TRANSFERRED BUT YOU COULD NOT USE ALL OF THE CREDITS TOWARD YOUR DEGREE.
8. YOU SWITCHED PROGRAMS AND YOUR CREDITS COULDN'T BE APPLIED TO YOUR NEW PROGRAM
7. IS THERE ARE ANY OTHER REASON, NOT ALREADY MENTIONED, WHY YOU DID NOT GET THE TRANSFER CREDIT YOU EXPECTED
(SPECIFY)_____

Q15P Of the courses you expected to transfer, how many did NOT transfer?

<INTERVIEWER NOTE - PROBE FOR CORRECT OPTION - DO NOT READ LIST -- NOTE: COURSES NOT CREDITS>

1. 1 OR 2 COURSES <WERE NOT ACCEPTED>
2. 3 TO 5 COURSES <WERE NOT ACCEPTED>
3. 6 OR MORE COURSES (BUT FEWER THAN ALL) <WERE NOT ACCEPTED>
4. NONE OF MY COURSES TRANSFERRED <ALL COURSES WERE NOT ACCEPTED>
5. ALL COURSES WERE ACCEPTED FOR TRANSFER CREDIT
6. DON'T KNOW
7. REFUSED

Q15Q How satisfied were you with your overall transfer experience? Would you say you were?

1. VERY SATISFIED - GO TO Q16
2. SATISFIED - GO TO Q16
3. NEITHER SATISFIED NOR DISSATISFIED - GO TO Q16
4. UNSATISFIED - GO TO Q16
5. VERY UNSATISFIED - GO TO Q16
6. DON'T KNOW - GO TO Q16
7. REFUSED - GO TO Q16

(Next questions just for students who answered "NO" to Q10, i.e., did NOT take further studies)

Q15R Did you want to continue your studies after leaving [NAME OF INSTITUTION]? [Interviewer Note: When a respondent says "Don't know," clarify between "Don't know" because they don't remember or "Undecided" because they had not decided whether they wanted to continue.]

1. YES, GO TO Q15S_1
2. NO, SKIP TO Q15X
3. DON'T KNOW – GO TO SECTION 3
4. REFUSED – GO TO SECTION 3
5. UNDECIDED – GO TO SECTION 3

Q15S_1 Did you formally apply to a BC public post-secondary institution after leaving [NAME OF INSTITUTION]?

1. YES, GO TO Q15U
2. NO, GO TO Q15Y
3. DON'T KNOW – GO TO SECTION 3
4. REFUSED – GO TO SECTION 3

Q15U Were you accepted into one or more public post-secondary institutions in BC? Interviewer Note: When a respondent says don't know, clarify if don't know or haven't heard back from the institution yet.

1. YES - GO TO Q15W
2. NO - GO TO Q15Y
3. DON'T KNOW – GO TO SECTION 3
4. REFUSED – GO TO SECTION 3
5. HAVE NOT HEARD YET – GO TO SECTION 3

Q15V What do you think is the main reason you were not accepted? (Mark only one)

1. MY GRADES WERE NOT HIGH ENOUGH – GO TO SECTION 3
2. I APPLIED TOO LATE OR MISSED OTHER DEADLINES – GO TO SECTION 3
3. AVAILABLE SPACES WERE ALREADY TAKEN – GO TO SECTION 3
4. OTHER (SPECIFY) _____ – GO TO SECTION 3
5. DON'T KNOW – GO TO SECTION 3
6. REFUSED – GO TO SECTION 3

Q15W What was the main reason why you decided not to enrol in a BC public post-secondary institution that accepted you? (Mark only one response) (- THEN GO TO SECTION 3)

1. I DID NOT HAVE THE FINANCIAL RESOURCES TO ATTEND AT THAT TIME
2. I DECIDED TO WORK AT A JOB INSTEAD – (NEED TO PROBE IF THE MAIN REASON THEY COULDN'T GO ON TO FURTHER EDUCATION WAS FINANCIAL)
3. I CHANGED MY MIND ABOUT WANTING TO GO BACK TO SCHOOL AT THAT TIME
4. I CHANGED MY MIND ABOUT WHERE I WANTED TO STUDY NEXT
5. OTHER PERSONAL CIRCUMSTANCES MADE IT TOO DIFFICULT FOR ME TO CONTINUE MY STUDIES
6. I DID NOT GET ACCEPTED INTO MY INSTITUTION OF CHOICE
7. I WAS UNABLE TO ENROLL IN THE PROGRAM THAT I WANTED
8. I WAS UNABLE TO ENROLL IN THE COURSES THAT I WANTED
9. OTHER (SPECIFY) _____
10. DON'T KNOW
11. REFUSED
12. I AM ENROLLED BUT I HAVEN'T STARTED MY PROGRAM YET

Q15X What was the main reason why you did not want to continue your studies at a post-secondary institution? (Mark only one response) (- THEN GO TO SECTION 3)

1. I DID NOT HAVE THE FINANCIAL RESOURCES TO ATTEND AT THAT TIME
2. I DECIDED TO WORK AT A JOB INSTEAD - **(NEED TO PROBE IF THE MAIN REASON THEY COULDN'T GO ON TO FURTHER EDUCATION WAS FINANCIAL)**
3. OTHER PERSONAL CIRCUMSTANCES MADE IT TOO DIFFICULT FOR ME TO CONTINUE MY STUDIES
4. I HAD COMPLETED MY EDUCATIONAL GOALS
5. I JUST DID NOT WANT TO CONTINUE MY STUDIES AT THAT TIME (OR ALTERNATIVELY "I JUST WANTED A BREAK FROM STUDYING.")
6. I WAS DISSATISFIED WITH MY PREVIOUS POST-SECONDARY EDUCATION EXPERIENCE
7. OTHER (SPECIFY) _____
8. DON'T KNOW
9. REFUSED

Q15Y Why did you not apply to a post-secondary institution to continue your studies? (Mark one response only - THEN GO TO SECTION 3)

1. I DID NOT HAVE THE FINANCIAL RESOURCES TO ATTEND AT THAT TIME
2. I DECIDED TO WORK AT A JOB INSTEAD - **(NEED TO PROBE IF THE MAIN REASON THEY COULDN'T GO ON TO FURTHER EDUCATION WAS FINANCIAL)**
3. OTHER PERSONAL CIRCUMSTANCES MADE IT TOO DIFFICULT FOR ME TO CONTINUE MY STUDIES
4. I WANTED TO RE-THINK MY EDUCATIONAL GOALS
5. I JUST DID NOT WANT TO CONTINUE MY STUDIES AT THAT TIME (OR ALTERNATIVELY "I JUST WANTED A BREAK FROM STUDYING.")
6. I MISSED DEADLINES FOR ADMISSION APPLICATIONS
7. I DID NOT THINK I WOULD BE ADMITTED TO THE INSTITUTION OR PROGRAM THAT I WANTED
8. OTHER (SPECIFY) _____
9. DON'T KNOW
10. REFUSED

Q16 How related to your [NAME OF PROGRAM] at [NAME OF INSTITUTION] were/are your further studies at [MAIN INSTITUTION]? Would you say?

IF "STILL ATTENDING" [NAME OF INSTITUTION] (THAT IS, Q1=Still Attending (3) OR Q3=YES (1)) or Attending at same institution: Q12 [MAIN INSTITUTION] = [NAME OF INSTITUTION] - How related to [NAME OF PROGRAM] at [NAME OF INSTITUTION] are your further studies? Would you say?

1. VERY RELATED
2. SOMEWHAT RELATED
3. NOT VERY RELATED
4. NOT AT ALL RELATED
5. DON'T KNOW
6. REFUSED

Q16A How well did the program at [NAME OF INSTITUTION] prepare you for your further studies at [MAIN INSTITUTION]? Would you say you were?

IF "STILL ATTENDING" [NAME OF INSTITUTION] (THAT IS, Q1=Still Attending (3) OR Q3=Yes (1)) or Attending at same institution: Q12 [MAIN INSTITUTION] = [NAME OF INSTITUTION] – How well did [NAME OF PROGRAM] at [NAME OF INSTITUTION] prepare you for your further studies? Would you say? (Interviewer note: If not applicable because different studies then use code 7 "Not Applicable.")

1. VERY WELL PREPARED
2. SOMEWHAT PREPARED
3. NOT VERY PREPARED
4. NOT AT ALL PREPARED
5. DON'T KNOW
6. REFUSED
7. NOT APPLICABLE

Q47 When you left the [NAME OF PROGRAM] program at [NAME OF INSTITUTION], had you completed the requirements for a credential such as a degree, associate degree, diploma, or certificate?

Interviewer Note: Remember, the respondent may have gone on to a related program at a different level, and so technically they have left the program they are being surveyed for.

1. YES – GO TO Q64
2. NO – GO TO Q48
3. DON'T KNOW – GO TO Q48
4. REFUSED – GO TO Q48

Q56 Are you an Aboriginal person? That is, an indigenous person of Canada, including North American Indian, Inuit, or Métis? (Note to interviewer, respondents who indicate they are First Nations (status or non-status) should be classified as Aboriginal.)

1. YES
2. NO – GO TO SFQ10
3. DON'T KNOW – GO TO SFQ10
4. REFUSED – GO TO SFQ10

APPENDIX 2: ABOUT THE BC DIPLOMA, ASSOCIATE DEGREE, AND CERTIFICATE STUDENT OUTCOMES SURVEY COHORT

The Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey (formerly called the BC College and Institute Student Outcomes Survey) is an annual province-wide survey of former students from B.C.'s public post-secondary institutions who have taken diploma, certificate, or associate degree programs. It is conducted with funding from the Ministry of Advanced Education and Labour Market Development and from the participating post-secondary institutions. Former students are contacted 9 to 20 months after completing all, or a significant portion, of their program of study and asked to evaluate their educational experience and to talk about their employment outcomes, further education, and personal development.

This report presents the input received from former students of Applied programs and Arts and Sciences programs. The specific criteria for inclusion in each of these groups are outlined below. Note that in all cases, the former student must have been enrolled during the period July 1, 2006 and June 30, 2007 and the **student must not have been enrolled in the program between July 1, 2007 and January 17, 2008.**

To be included in the survey, former students must have been **enrolled in and have met the completion criteria** for one of the following:

Arts and Sciences programs

- Lower level (first and second year) – Students must have successfully completed 24 or more credits at the institution submitting the survey cohort.

Applied programs

- Programs of less than one year duration – must have successfully completed all credits.
- Programs of 13-36 months duration – must have successfully completed 75 percent of the program requirements, with the latest credits completed during the enrolment period.

Note – If a program has **multiple credentials** (exit points), the student should be included only if they have **completed** the final credential (exit point) or if they have left the program and have not returned during the enrolment period.

APPENDIX 3: GLOSSARY OF TERMS

<i>Applied Programs:</i>	Includes all programs designed to lead to employment in a relatively specific field. For this survey, they include programs of 3 – 6 months duration, 7 – 12 months duration and 13 – 36 months duration, and the upper division of applied baccalaureate programs. All Applied programs, e.g., engineering, business, nursing, education, social work and criminology, are included whether the courses in the programs carry transfer credit or not.
<i>Arts and Sciences Programs:</i>	Includes programs that lead to a two-year associate degree or programs consisting of courses in the liberal arts, humanities, and social or physical sciences.
<i>Continuing student:</i>	Former students (see definition below) who continued their education at the same or a different institution after completing (or nearly completing) a post-secondary program at a B.C. college, institute, or university college.
<i>Early leaver:</i>	A student who left a program at their college, institute, or university college before completing enough credits to qualify for inclusion in the BC Diploma, Associate Degree, and Certificate Student Outcomes Survey.
<i>Expectation to transfer credit:</i>	Former students who continued their education at a different institution who expected to receive transfer credits for their original studies. Operationally, these are students who went on to a different institution within the B.C. public post-secondary system who answered "yes" to the question: "Did you expect to transfer course credits from [Sending Institution] to [Receiving Institution]?"
<i>Former students:</i>	The group of students who are included in the survey population. See Appendix 2 for inclusion criteria.
<i>Lower Division:</i>	The first and second years of a four-year baccalaureate degree program. These students may be eligible for an associate degree or diploma.

APPENDIX 3: GLOSSARY OF TERMS

<i>Receiving Institution:</i>	The institution that a continuing student went to after completing their original studies. The receiving institution can be the same as the sending institution in cases where a student continues at the same institution in a different program or in the upper division of a degree program.
<i>Respondent:</i>	A former student who responded to the BC Diploma, Associate Degree, and Certificate Student Outcomes Survey.
<i>Sending Institution:</i>	The institution that a continuing student came from; that is, the institution where they did their original studies.
<i>Transfer student:</i>	A former student who continued their studies at a different institution.
<i>Upper Division:</i>	The third and fourth years of a four-year baccalaureate degree program. (As of 2006, these students were no longer included in the DACSO survey.)

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